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THE UNIVERSITY OF ALBERTA

COMMUNITY DEVELOPMENT AND COMMUNITY EDUCATION: PROCESS ANALYSIS

By

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS

DIVISION OF COMMUNITY DEVELOPMENT

EDMONTON, ALBERTA

FALL, 1978

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Community Development and Community Education: Process Analysis" submitted by Linda Ida Moore in partial fulfilment of the requirements for the degree of Master of Arts in Community Development.

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ABSTRACT

This study describes the developmental processes in the implementation of the G. H. Dawe Community Centre in Red Deer, Alberta from inception to February 1978. It also attempts to analyze these developmental processes against two conceptual models, namely "Key Elements of the Community Education Process" developed by Brian Staples and the "Community Development Process Model" developed by Hayden Roberts.

The study reveals that as a general rule the key leadership figures in the implementation process hold the basic ideals of community education and have tried to incorporate them into the philosophies of the Dawe Centre. The study also reveals that the development which occurred in Red Deer parallelled, to a large extent, the Hayden Roberts' Community Development Process Model.

The time span of the study however was too short to evaluate the full impact of the G. H. Dawe Centre on the surrounding community since it will be some time yet before the housing developments in the area are completed.

Recommendations for further study include:

1. A follow-up study in five years evaluated against the original objectives.

2. A study on concept clarification to facilitate collaboration among human service agencies.

3. A library study to complement, clarify and supplement Staples' principles of Community Development.

4. A study to identify in quantitative terms social indicators of the nebulous psycho-social concept called "a sense of community".

5. A social action research project to reduce the barriers between community-sponsored sport and school-sponsored sport through the utilization of the sports club concept in conjunction with the community education concept.

ACKNOWLEDGEMENTS

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This thesis is dedicated to the "spirit of community" in Red Deer.

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CHAPTER I

INTRODUCTION

BACKGROUND TO THE DEVELOPMENT OF THE G. H. DAWE COMMUNITY CENTRE

The Community Centre development which is the focus of this study is located in Red Deer, Alberta and is named after a prominent Red Deer educator, G. H. Dawe. The G. H. Dawe Community Centre is a combined educational-recreational-social development multi-purpose facility. Moreover it is the practical expression of collaborative planning of city facilities among three bodies of local government, these being the City of Red Deer, the Red Deer School District Number 104, and the Red Deer Separate School District Number 17. It became apparent in the early 1960s that the joint use of facilities was the logical response to meet the educational, recreational and social needs of the community. Out of this evolved the concept of using elementary schools as neighborhood centres and junior high schools as district centres. (Moore, September 1977: interview).

In 1971, the possibility of acquiring a thirty acre site for school and recreational use on the North Hill brought planning officials together to study the needs of the area. It was anticipated that within twenty years the growing community situated on the north side of the Red Deer River would reach a population of

over seventeen thousand. This predicted population increase, together with the philosophy of "joint use" of areas provided part of the psychological milieu for the creation of the G. H. Dawe Community Centre.

The first stage of actual construction of the Community Centre which involved the Public School Board District and the City of Red Deer began on July 9, 1976 when the public school building was started. This stage was planned to be a facility to serve elementary school and/or junior high school students of the Public School system. It was intended that basic neighborhood educational facilities would be built around a concept which permitted flexible response to still unknown educational and community needs of the future.

The multipurpose facility, when it is fully completed, is planned to consist of an indoor swimming pool, an artificial ice arena, specialized rerecational facilities, and a separate school, in addition to the present public school. In effect, when complete, this complex will be under one roof and will, therefore, be a unique facility in Alberta. The site was purchased and was developed by the three parties to the development agreement with a view to utilize community funds to co-operatively provide a facility that will meet the educational, recreational, social and cultural needs of the community as effectively as possible.

Terminology

The terminology referring to the multipurpose facility in north Red Deer, now commonly called The Dawe Centre, has changed over time.

The author has tried to use terminology in use at a particular phase of the project as used in minutes and documents during that time period. For example, the entire complex of educational, social, recreational and health services has been, at various stages, referred to as: the North Red Deer Project, North Red Deer District Community Service Centre, North Hill Centre, North Red Deer Opportunity Centre, and finally the G. H. Dawe Community Centre.

The reader is also warned that in addition to the changes in the name of the project, the neighborhoods of the North Red Deer district were renamed as the area developed, creating difficulty for both the author and no doubt for non-Red Deer readers. In 1971, when the project began, the four neighborhoods in the North Red Deeer district were: North Hill, North Red Deer, Fairview and Oriole Park. Presently, the neighborhood areas are: Fairview, Oriole Park, Highland Green, Aspen Heights, Mustang Acres and the Pines.

Purpose of the Study

The main purpose of this study was to investigate, describe and analyze the developmental processes in the implementation of the G. H. Dawe Community Centre from conceptualization stage through design, construction, and programming stages over the period 1971 to February 1978.

A second main purpose of this study was to examine analytically the relationship between community development and community education, by describing the history of development of the G. H. Dawe

Community Centre in Red Deer and evaluating the developmental process against two conceptual frameworks, namely the "Community Development Process" developed by Hayden Roberts of the Faculty of Extension of the University of Alberta and "Key Elements of the Community Education Process" developed by Brian Staples of the Interdepartmental Community School Committee of the Government of Alberta.

Significance of the Study

The case study of the G. H. Dawe Community Centre planning and development process has significance in at least four ways.

First, some theoretical principles underlying Community Development and/or Community Education will be reinforced or rejected as guidelines to professional practice.

Secondly, this thesis will document a potentially significant watershed in the social history of Alberta relative to the development of collaborative relationships between and among units of municipal governments and Public and Separate School systems. It may prove to be a historical landmark in co-operative planning by separate administrative units with "conceptually kindred" but "administratively separate" functional responsibilities.

Thirdly, there appears to be an urgent need for concept clarification within the kindred fields of formal education, continuing education, further education, recreation, preventive social services, community development and community education. This thesis should make a contribution to the cumulative role of science by

seeking to give more precise definition to a central family of concepts which is necessary if these kindred fields are to advance collaboratively for the sake of efficiency in the use of resources in human and community development.

Fourthly, on the personal level, such a study should enhance the writer's conceptualizing skills in defining policies and procedures should she become employed in one of the kindred fields of community development, community education, recration, continuing education, preventive social service or formal education.

TWO CONCEPTUAL FRAMEWORKS

The planning of the G. H. Dawe Community Centre was an attempt to involve members of a district of Red Deer in the planning of facilities to meet the needs of a growing political unit - the City of Red Deer.

This concern for involving citizens and/or representatives of community agencies, both public and private, is a central feature of most literature dealing with the community devleopment process. For example, J. Whitford defines "Community Development" as

> . . . an educational-motivational process designed to create conditions favourable to economic and social change, if possible, on the initiative of the community, but if this initiative is not forthcoming spontaneously, then techniques for arousing and stimulating it in order to secure the fullest participation of the community must be utilized. (Whitford, 1965).

The "fullest participation of the community" is also emphasized by Arthur Dunham in a chapter entitled "The Nature and

Characteristics of Community Development". Dunham's viewpoint is as follows:

> Community Development involves an educational process. It is always concerned with people. If the sole or basic goal of a project is a new road, a school building, better homes, the use of fertilizer, or the like, it is a project in community improvement, and the project is properly the primary responsibility of the departments concerned with public works, education, housing, agriculture, etc. If the ultimate goal is not merely the concrete project but what happens to people while working toward their goal and as a result of its achievement, then the project is concerned with community development . . . The educational element in community development is of basic importance . . . Community development is basically democratic in its philosophy. Logically it is tied up with such ideas as ultimate control by the people, a substantial degree of freedom by individuals and groups, a considerable amount of governmental decentralization, and widespread citizen participation. (Dunham, 1970: 173) (Underlining by L.I.M.)

Worthy of note in the foregoing quotation is the educational component within the Community Development Process at least as perceived by Dunham. It is this emphasis on the teaching-learning component which has led change agents who have emerged from formal school systems to formulate a general developmental process called "Community Education". This process grew out of concern for the societal milieu surrounding schools and school systems which either contribute towards, or detract from, the traditional objectives of education. However, the "Community Education" concept has developed far beyond being concerned for social forces which influence the teaching-learning process within the school. The search for parallels and differences between "Community Development" and "Community Education" will be part of the purposes of this thesis.

THE ROBERTS' COMMUNITY DEVELOPMENT PROCESS MODEL

The Community Development Process Model used in this study as a theoretical framework was set out by Hayden Roberts in his doctoral thesis "Concept and Action - The Use of Conceptual Models in Community Development". Roberts makes explicit the all-pervading learning component which is integral to community development. Perhaps more than any other writer he emphasizes the amount of learning involved in the community development process. Roberts also helps clarify the concept of saying "community development adds an outcome of action to a process of learning" (Roberts, 1976: 61).

There appears to be a certain parallelism of outcomes as the result of learning by the individual and by the community. Learning is an individual phenomenon, or process; that is: it is <u>individuals</u> who learn. Education is the systemization of learning, that is the creation of conditions or environments for learning. Community development is a social/sociological phenomenon, that is a process of <u>group</u> behavior. A crucial process in community development is, therefore, to translate <u>individual</u> learnings into <u>group</u> action--hence the importance of group processes, interpersonal communication and organization.

1. <u>A Situation of Interactive Forces: First Phase</u>

The first phase of Roberts' conceptualizing of the community development process seems to be the recognition that an interactive aggregate of social and environmental realities set the pre-condi-

tions of a perceived private trouble or public problem. It may be vaguely felt or perceived as an interest, want, need or problem by one person or a group or a community.

The aggregate of social and environmental forces which make up the tension-causing content may only be vaguely experience at a sub-verbal level by one or more members of a community. This tension tends to grow and one or more persons tend to perceive it as detracting from their own or their community's quality of life. Thus they grope towards greater verbal explicitness as to what is needed to improve the situation.

In the first place the situation may be defined at an individual level or a personal trouble in satisfying a "want" or "interest". Yet, through discussion a series of privately defined "wants" may be declared public necessities and therefore a "need". Thus a social-environmental situation may move from a vaguely perceived phenomenon experienced at first by one person at the sub-verbal level, which, when conceptualized and expressed, may move from the level of a personal, private sense of something lacking to be declared "a public need". How to solve the need, therefore, becomes defined as a "problem". Thus a problem is legitimized as a problem through discussion. A problem, therefore, is whatever is defined by a group as a problem. Their collective credibility and the urgency of the alleged problem will result in whether the community members as a whole perceive it as "their problem".

2. Learning at the Personal Level: Second Phase

Roberts' second phase is defined as a "consciousness raising state" which has a large learning component of so-called "decoding" on both the cognitive and affective levels. This consciousness raising level process "involves learning on the part of the people in the group and, if possible, on the part of other groups which may be involved: learning about the individuals themselves--by the individuals themselves--about the group and about their environment. This in itself entails learning skills of communication by members of the group." (Roberts. 1976:57).

This second phase, while perceived as primarily an intellectual process, has also affective components. In the process of exploring facts, attitudes and the skills of self and others, affective bonds tend to result in the development of group identity preparing the group for phases three and four which are again learning phases as the members endeavour to conceptualize objectives and develop the skills of organization, planning and administration required to attain the objectives defined.

3. Formulating Objectives: Third Phase

Once there is an understanding of the group members' attitudes towards one another and towards others outside the group, the third phase, formulating objectives, can occur.

According to Roberts:

> By going through a process of group discussion, a set of objectives is formulated. At this stage it can be said that the groups become a community; it shares not merely an aware-

> ness of tensions, but a conscious set of objectives which clarify the very identity of the group (for in the process of setting objectives, some of the group may well fall away and cease to be identified with it). But while a community does not become a reality until a group of people have succeeded in agreeing on objectives, a process of development is taking place before the community is thus established. Development includes the prior process in which the intial problems and tensions are worked through by the people concerned and an identity of objectives is established and a community is formed. Community development therefore includes in its early phase a process of community creation. (Roberts, 1976: 57)

Roberts defines "community" as "a collection of people who have a sense of some problem or some broad goal, who have gone through a process of learning about themselves as individuals and as a group, and about their environment and have formulated a group objective" (Roberts, 1976: 77).

As noted, Roberts' definition of the term "community" implies the explicit formulation of a set of group objectives. This perhaps sets him apart from some other students of "community development".

4. Learning Skills of Planning, Organization and Administration: Fourth Phase

In the process of anticipating problems and defining and redefining objectives the members explore and teach each other their conceptions of planning, organization and administration required to attain the objectives.

5. Action Steps: Fifth Phase

The action steps grow directly out of the demands of the per-

ceived situation and the perceived alternatives available. These action steps are constantly governed by feedback of information derived from each step in turn, and frequently lead to changing or modifying the objectives, or may lead to the problem being solved.

6. Evaluation: The Sixth and Final Phase

Finally, evaluation of the project should take place. This process may lead to the identification of new goals and the perception of new problems.

According to Roberts,

> Evaluation in community development must therefore be a process carried out in an effort to assess, through the use of relevant indicators, what development, if any, is resulting or has resulted from whatever program, action, or other input has been brought to bear on the community (either from within, or without, or both). (Roberts, 1976: 276)

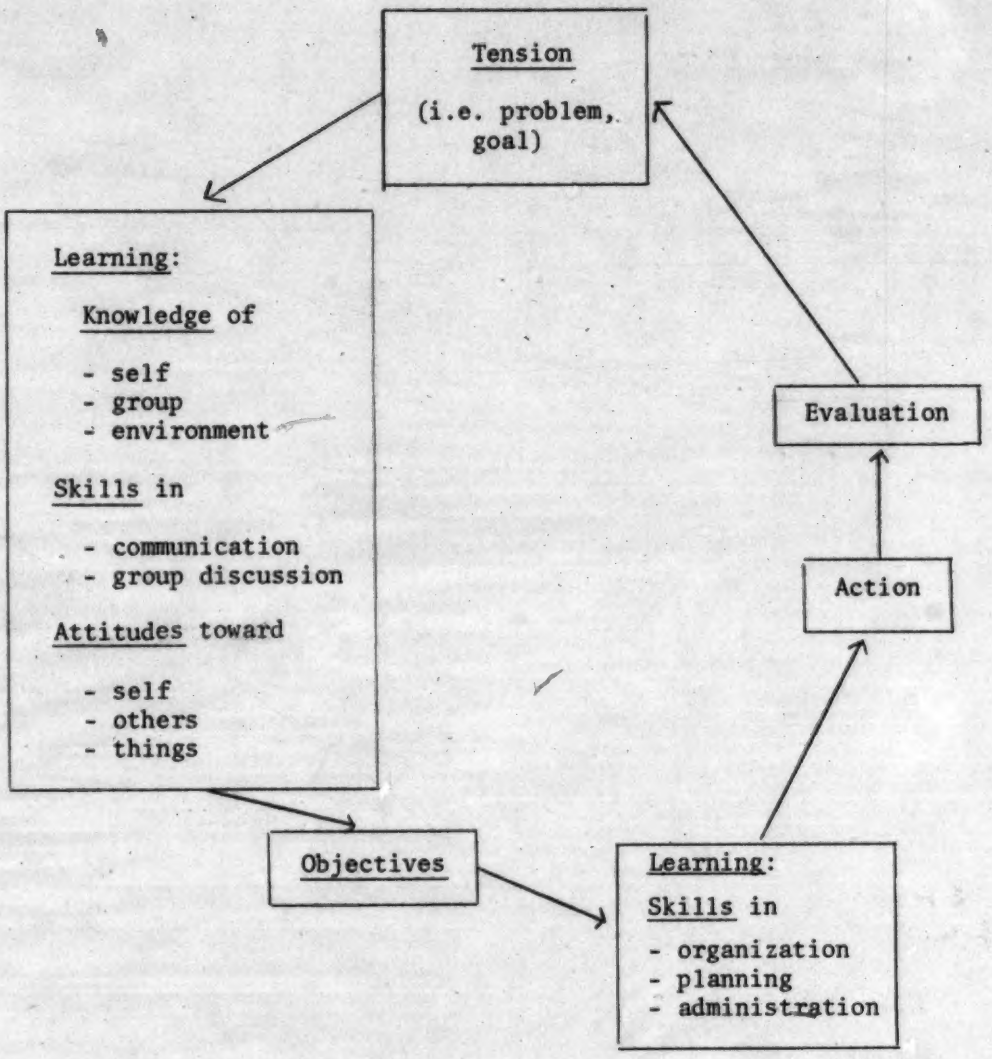
Roberts elaborates on the idea of "relevant indicators" as follows:

> These indicators appear to have two dimensions. One relates to change which is visible and even tangible--changes in the physical and economic state of the people in the community, the amenities they enjoy, the material resources at their disposal. The other relates to the attitudes, self-concept, personality, and relationships of the people in the community. (Roberts, 1976: 278)

In other words, and in contrast to Dunham's differentiation between "community improvement" and "community development", Roberts regards the results of community development to be either a tangible product (such as a road or builing) or a change in people and/or the relationships between people.

Figure I

MODEL OF THE COMMUNITY DEVELOPMENT PROCESS



THE STAPLES' COMMUNITY EDUCATION FRAMEWORK

Perhaps the most potentially influential conceptual framework which will shape the Community Education movement in Alberta is the June 8, 1977 policy statement recommended by the Interdepartmental Community School Committee of the Government of Alberta which reads as follows:

> Community Education is a process in which community people utilize educational, democratic and sound research methods for both individual and community betterment. By design, the community education process ideally exhibits all of the following characteristics:
>
> 1. There is an effective and systematic community interagency co-operative relationship and interagency commitment to the use of the community education process.
>
> 2. Strong emphasis is placed on facilitating informed and learned citizen involvement in local needs identification, decision-making and problem-solving.
>
> 3. Priority is placed on full utilization of existing local human and physical resources as a basis for considered community action in the common interest.
>
> 4. The community school and other community agencies and resources are viewed as integral parts of a total community education system. Educational methods are seen as important tools to be employed in a co-ordinated manner for community good by any or all community based agencies involved in education, recreation, culture, health, social development, crime prevention, agriculture, consumerism, religion, ecology, economic development and so on.
>
> 5. Stress is placed on encouraging community self-help, volunteerism, community initiative and self-renewal through the process of community education.
>
> 6. An important aspect is the development of opportunities and training so local lay and professional people can assume community leadership roles.

7. There is an offering of supplementary and alternative educational opportunities for community members, regardless of age, to extend their skills and interest and to bring about community improvements. Education is viewed as a lifelong process. All forms of education are considered potentially useful in this regard, including the use of technology and the mass media.

An important underlying goal in the above considerations is the fostering of a sense of community. It is assumed important that people who live or work in a community know and care about each other. (Staples, 1977)

The foregoing definition and elaboration of Community Education extends the concept of education from the traditional notion of "schooling" to that of an educational and social process of collaboration in resolving many social and environmental problems of the community.

This Community Education process involves the blurring of the traditional boundaries between the school and other community agencies in order to take educational advantage of most community resources and is recognition of the fact that "education" takes place over a life-time and in every environment, whereas "schooling" is concerned primarily with mastery of certain skills and knowledges by children and youth in a formal institution operating under legislation authorized by a provincial or state government.

As with the Hayden Roberts' model of the "Community Development Process" the foregoing definition of "Community Education" developed by Brian Staples, with and for the Interdepartmental Community School Committee, will be a constant reference point in the case study of the G. H. Dawe Community Centre which makes up the central focus of this study.

METHODOLOGY

The Case Study Method

A case study approach to research was used in a major part of this investigation to complement the library research for definitions, models and conceptual frameworks.

"The case study represents a comprehensive description and explanation of the many components of a given social situation" (Babbie, 1973: 37). The case study also "seeks insights that will have a more generalized applicability beyond the single case under study" (Babbie, 1973: 37). Therefore this approach might lead to new insights into community education process or community development process which could be used by other communities in developing similar centres. In fact, according to Olsen, "the case method is practically mandatory for the student interested in process rather than product" (Olsen, 1949: 329-332).

The methodology dealing with the second purpose, namely "To compare the history of development of this Red Deer project against two conceptual frameworks, the 'Community Development Process' developed by Hayden Roberts of the Faculty of Extension of the University of Alberta and 'Key Elements of the Community Education Process' developed by Brian Staples of the Interdepartmental Community School Committee of the Government of Alberta" will be primarily a logical and comparative process of identifying parallels and differences between the history of the G. H. Dawe Community Centre planning stages and the conceptual frameworks of "Community

Development" and "Community Education" outlined by Roberts and Staples respectively.

Data Collection

Data for this study was obtained from documents, records of various kinds, such as minutes of meetings and from interviews.

Documents were acquired from government departments such as the Department of Recreation, Parks and Wildlife and the Alberta Government's Interdepartmental Community School Committee.

Minutes of meetings of the Red Deer City Council and the G. H. Dawe Management Board and other meetings of citizens were obtained.

Interviews were conducted during two phases of this research. In phase one, informal interviews were held with persons of known importance in implementing the G. H. Dawe Community Centre. Through these interviews documents were obtained and a general background picture of the Centre's development formed. A list of key people involved in the G. H. Dawe Community Centre was acquired and a more formal interview schedule was set up.

Those interviewed in phase two included representatives of the agencies involved: The Public and Separate School Boards, the Recreation Board, the City Council, and lay citizens who had input into the process.

It also included people who now have a role in the operation of the Centre, the school principal and the school's facilitator, a specially created role which will be elaborated on in the text of the report.

Chapter II which follows is a summary of some historical highlights in North America relative to major influences on education and schooling. This review provided the backdrop for the Dawe Centre study.

CHAPTER II

HISTORICAL FACTORS INFLUENCING THE ROLES OF SCHOOLS IN ALBERTA

Canadian society, prior to the turn of the century, was mainly rural and local. Home, church and community were the centres of life for most people. Education was influenced by, and geared to, local conditions. Its prime purpose was to teach "The 3 R's". Resource shortages limited facilities to one room schools--"The Little Red School House". However, "The Little Red School House" did serve as a social centre of sorts, limited though it was, in terms of facilities.

Towards the end of the nineteenth and in the early twentieth century, new social, economic and political conditions began influencing rural life. Industrialization and urbanization brought changes which imposed new demands on schools.

With the event of the automobile and better roads, the people in outlying areas began to spend more time pursuing business and leisure interests in the larger centres. The public schools needed to readjust, as institutions for socialization, to deal with the shift from the family and local community to an urban and industrial milieu.

The trend towards a more urban population caused rural school populations to decline and the calibre of teachers in rural schools

to drop below that of city schools. This became known as "the rural school problem". As a means of solving the problem, consolidation of small rural schools was encouraged. "Consolidation", among other things, meant that children were bused to a larger, centrally located school building. Inevitably the Little Red School House died as a community centre and the school subsequently became the site to facilitate the schooling functions required by statutes in a given province.

A concern for the loss of tht school's social centre function and its role change to only that of a teaching-learning centre were voiced by educators of the time.

For example, the very influential educator associated with the "Progressive Education Movement", John Dewey, in 1902, delivered his address, "School As A Social Center" in which he expressed the following viewpoints:

> The school as a social center must provide, at least, part of that training which is necessary to keep the individual properly adjusted to a rapidly changing environment. We must interpret to him the intellectual and social meaning of the work in which he is engaged: that is, must reveal its relations to the life and work of the world. It must make up to him in part for the decay of dogmatic and fixed methods of social discipline. It must supply him compensation for the loss of reverence and the influence of authority. And, finally, it must provide means for bringing people and their ideas and beliefs together, in such ways as will lessen friction and instability, and introduce deeper sympathy and wider understanding. . . . . To extend the range and the fullness of sharing in the intellectual and spiritual resources of the community in the very meaning of the community. Because the older types of education is not fully adequate to this task under changed conditions, we feel its lack and demand that the school shall become a social center. (Dewey, 1902: 373-383)

Dewey saw the school as a centre for exchanging ideas and acquiring needed life skills. He felt that education was not a preparation for life but part of life. Dewey, as well as other progressive educators, such as Friedrich Froebel and Johann Herbart, emphasized the active "learning to do by doing" role of the child in an educational experience as opposed to classical education which tended to emphasize the mastery of knowledge through vicarious experience which place a great demand on the role of memory.

Dewey expressed a viewpoint in 1902 which reflected the urban industrial milieu of the eastern United States in which he was writing. Dewey's ideas became influential in Alberta as early as the 1930s, but the decline of the local rural school did not become pronounced in western Canada until the post-war era.

The Impact of the War

The need for more competence in skills and technical knowledge was accented by the advent of further industrialization and urbanization due to World War I.

The impact of the war gave rise to the realization of the need for the democratic development of the individual in addition to technical knowledge and social development. Leaders of educational thought of the period encouraged schools and educators to take on the broader role of binding together a democratic society.

For example, in 1918, Charles L. Robbins wrote a book, the title of which indicates trend lines. It was entitled The School As a

Social Institution. In it Robbins suggests the "binding role" of the school in a democratic society when he wrote:

> Although the schoolhouse has often been a center of community activities, the school itself has not until recently been the central force in the organization of such unifying work. With the recognition of the need of developing community spirit and the appreciation of the evils of extreme individualism, there has come a demand for some kind of work or institution which shall bind all elements of society more closely together. (Robbins, 1918: 250)

In a certain sense 1918 proved to be a pivotal year in the history of education in North America, for it was in 1918 that "The Seven Cardinal Principles of Secondary Education" were enunciated. They have significantly influenced the direction, scope and nature of education in the United States and Canada since those days. In fact, subsequently every new set of objectives seem to have been a re-wording with a different set of emphases from those enunciated in 1918.

These "Principles", perhaps better classified in modern terms as "Objectives" grew out of the chief aim of education which the 1918 Commission stated as follows:

> The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members . . . Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward even nobler ends.
>
> On the basis of these aims the Commission proposed seven cardinal principles as the bais objectives of secondary education, as follows: (1) health, (2) command of fundamental processes, (3) worthy home-membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, (7) ethical character. (Commission for the Reorganization of Secondary Education, 1918, pp. 7, 10-11) (Taba, 1962: 207)

This concept of democratic education is a legitimizing argument for educators who advocate that the school can be the focal point for the integration of these seven cardinal principles with educative neighborhood forces.

For example, in 1927, Elenor Glueck states:

> Every schoolhouse is a potential neighborhood center. Within its hospitable walls prejudices can be more readily abandoned; local problems can be impartially presented, discussed, and acted upon by "the neighbors"; recreational expression through community singing, pageants, clubs, and dances can contribute much to the resolution of divisiveness, and in the meeting together of the people of the neighborhood on common ground a true spirit of co-operation can be developed. In the school as a focal center, an integration of neighborhood forces can be effected. (Glueck in Olsen, 1954: 404)

This statement predated a period when a "spirit of co-operation" became almost an economic necessity rather than merely an educational ideal.

The Depression Affects Education

The economic conditions of the depression during the 1930s stimulated new vitality in community affairs. The schoolhouse became a centre where people, who could no longer afford to buy their entertainment, could get together in community groups to play and learn. (Cameron, 1946: 7)

Economic adversity also forced public education to compete more rigorously for tax dollars. To realize a larger return on their moneys many school districts were consolidated, although this did not occur in Alberta until later.

The creation of large rural school districts made it more difficult for the average citizen to influence school policy. The emergence of larger centralized schools coupled with the need for an entertainment-learning centre for all ages encouraged the school to take on a new role. Frederick Redefer, in a 1935 publication, depicts an aggregate of services which could be rendered by a school in conjunction with other municipal services, when he stated:

> Picture a community in which the secondary school is not a school at all in the commonly accepted meaning of the word - a school that is a vital part of the whole community life - a school not limited to the customary school day or school hours - a school in which adults work and study with adolescents - a school in which parents and youth participate in many educational activities of mutual interest and benefit - a school in which orchestras, art classes, domestic-science laboratories, shops, and academic classes find community members joined with youths in the enterprises in which their interests and abilities overlap. This would be a school-community center where library activities, recreational facilities, and social service agencies work in close co-operation. Even the political forums of the community would become part and parcel of the educational program. In such a locality the school would become a vital center of the educational planning of the community. (Redefer, 1935: 387-388)

The school, as perceived in 1935, as a school-community centre would have met social needs--recreation, social service, political as well as individual needs.

In 1938, the Educational Policies Commission in the U.S.A., made an effort to combine ideas about social needs with those about individual needs, in a statement of the chief areas of life needs combined with a description of the qualities and behaviors necessary to obtain them. This was an attempt to legitimize the school's role in broader terms.

World War II Sparks Re-evaluation

With the outbreak of World War II in 1939 there came an emphasis on community action and team spirit. The war effort provided the impetus for the development of community centres (Cameron, 1946: 6). Donald Cameron, presently a Senator in the Canadian Senate, wrote in 1946 "Whenever practical to do so the community centre should be developed as an integral part of the school plant". This reintegration of school and community is part and parcel of the re-evaluation of institutions which was taking place following the war. Re-evaluation of the aims and objectives of the education institution rekindled the "progressive education movement". As perceived by so-called "Progressive Educators", progressive education was and is co-extensive with life and includes interactions both in and out of the formal school institution. Therefore schools should be made more relevant to living by offering a wider range of subjects and by involving more people in actively dealing with social and environmental problems.

This movement towards greater diversity of subjects, compounded with the post-war surge of school population and teacher shortages led to a near crisis situation, in terms of both leadership and facilities available. Moreover, the philosophy of "Progressive Education" called for much more broadly educated and competent teachers.

In 1957, Russia's bid for technical superiority by sending up Sputnik, led to a new wave of public concern about secondary education, creating a demand for science education, technical education and the necessary experimentation to be provided by schools. Educational

systems could hardly manage to cope with a rapidly expanding school population coinciding with a growing demand by industry for more trained personnel, which in turn required many students to remain much longer in school and to use much more sophisticated laboratory-type equipment and facilities.

The need for technical and scientifically-trained personnel (with its high cost of provision) came into conflict with the idea of expanding the school's roles in other spheres. This led to new requests for clarification of the fundamental purposes and roles of schools.

Governments' Reponse to Educational Crisis

Provincial governments responded to the education crisis by implementing Royal Commissions to study education.

One such study, the Cameron Commission on Education (1957-1959), provided the basis for educational reform in Alberta in the sixties. The report states that if society is in a state of rapid change (and it was in the sixties), it will be reflected in the role and objectives of its institutions. According to Cameron, "The aims, curriculum, and organization of any educational system are to a large extent molded by population, social and economic trends". (Cameron, 1960: 11)

The schools reflected and contributed to the rapid technical and economic change of the sixties by accelerated adoption of new ideas and methods. New ideas proliferated so quickly that the public found it difficult to keep abreast of educational change. Citizens began to regard the school as remote and impersonal. Provincial governments re-

sponded by publishing reports, such as the Parent Report in Quebec, Hall-Dennis in Ontario, and Worth in Alberta, in an attempt to legitimize and accelerate educational change and to promote public involvement in the educational process. (Stamp, 1975)

For example, Walter Worth in his report Choice of Futures, calls for the public to become more involved in education when he says, "The reshaping of Alberta's educational system must seek to involve all of our citizens" (Worth, 1972: 39). Worth recommends an integration process should occur such that the school becomes the "heart" of the community. He feels this can be accomplished by integrated planning of school and community based facilities and by taking the school into the surrounding communities.

The Changing Role of the School

Recent literature, for example Ontario's Select Committee on the Utilization of Educational Facilities Report, 1973, sees the need to reintegrate the school into community life. This report, which has been termed "one of the most revolutionary educational reports to reach the public in recent years" (Stamp, 1975: 106), maintains that the school should be a centre for living and learning, providing a wide range of community services.

The school would take on the broader role of facilitating "education" rather than remaining in its traditional role of "schooling". As defined by the Alberta Government's Department of Education:

> Education refers to all the learning experiences the individual has as he interacts with his physical and social environ-

> ment; it is a continuing and lifelong process. Schooling, which has more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education--the learning which occurs in school influences and is influenced by what is learned outside the school. (Alberta Education and Diploma Requirements, 1977: 6)

The school as a centre to facilitate education has been termed a community school. The community school seeks to involve people by providing a wide range of educational, recreational, social, cultural and community problem-solving opportunities without restrictions as to time of day or people to be served.

Harold Gores in his article "Community Education: Schoolhouse of the Future" says:

> It will be enlarged to serve many of the other social service delivery systems: health, recreation, cultural and civic functions. The center will be for people not just for children. (Gores, 1974: 53)

The community school concept calls for an expansion in the traditional role of the school from that of a formal learning centre for children to that of a Community Education Centre providing opportunities to all segments of the population.

Community education as defined by the Province of Ontario in "The Final Report of the Select Committee on the Utilization of Educational Facilities", is as follows:

> . . . community education in terms of a system of education in which everything affecting the well-being of all community members is of concern. The entire community is served through community education by bringing community resources to bear on community problems. The role of educational institutions is, thereby, extended from the traditional one of only teaching young people in a formal setting, to helping to provide for the learning needs of all community members. Total community

> involvement and shared decision-making are basic principles of community education. Community education is a process whereby the whole community, not just the experts, works together to identify common needs and interests and develop the resources and progams of service to fulfill those needs and interests. (Select Committee: 1975)

Summary

This chapter has endeavored to highlight certain historical influences on the purposes of education and the roles of schools and to illustrate how present trends in formal education are influencing and are influenced by trends in the total societal milieu.

The next chapter, Chapter III, will trace briefly the historical development of schools in Red Deer and outline other social and economic trends presently affecting the development of educational, recreational and social service opportunities in the North Red Deer area. It will outline in detail the developmental process which occurred in the implementation of the G. H. Dawe Community Centre. Subsequently Chapter IV will go on to examine and analyze this process.

CHAPTER III

THE G. H. DAWE COMMUNITY CENTRE: A PROCESS ANALYSIS

A Brief History of Red Deer Schools

According to Wellington Dawe in his book The History of Red Deer:

> Because the development of the school system reflects to a great degree the progress of the general community, the changes and improvements in the schools indicate the growth of Central Alberta from a pioneer stage to a mature state. (W. Dawe: 48) (Publishing date unavailable)

It is useful therefore to take a brief look at changes which occurred in the school system in Red Deer insofar as they reflect the development of the community; and in turn, laid the basis for the development of the G. H. Dawe Community Centre.

The first school classes in Red Deer were held in 1886, in a shack, taught by an uncertified missionary teacher. This school was a "free" school, not registered by government. The next year in September, 1887, Red Deer settlers established the first recognized school between Calgary and Edmonton. The school was a log structure built by the settlers, reflecting both their pioneer spirit and the value these early pioneers placed on a basic education.

In 1894 a two room brick structure was built. Although hard times prevailed and only one room was needed, the School Board showed valuable foresight in planning for an assumed population increase. By the turn of the century, immigration to central Alberta was increasing,

necessitating the opening of the second room in the school. The problem of non-resident students presented itself at this time because rural settlers of the district wanted to have their children live in the village to attend school. Only the traditionally academic courses were offered as only a basic education was necessary to meet the pioneer conditions.

By 1906, further population increases forced the School Board to build an eight-room building.

In 1910 the concept of consolidation of rural school districts began to develop. Contrary to the then current trend the idea of small autonomous districts with the school as the community centre was maintained in the Red Deer area.

According to Wellington Dawe "The conservative tradition of the area makes the people slow in approving changes in educational administration" (W. Dawe: 53). Although slow to change in administration, Red Deer educators tended to be progressive in other areas. For example, an attempt to introduce technical training into schools was made following the First Great War, but the plan failed due to financial difficulties. Following the Second War, Red Deer made significant changes by establishing the Composite High School as an academic and technical training school. The "Comp" followed trends in other parts of North America in that its program allowed students to combine academic subjects and technical-commercial subjects. It also introduced a trimester system in which a student could study two or three subjects for three and one-third months, thus the farm child-

ren, who tended to drop out of school in the spring and the fall would not have to miss a full school year.

In summarizing the development of school in the Red Deer area, Wellington Dawe stated:

> In the seventy years of their history the schools in and around Red Deer have reflected the conservative tendencies of the people of the area. In Alberta the curriculum is imposed on the schools by the Department of Education, which permits minimum of deviation from the prescribed courses. The people of an area may only make their wishes known in educational matters by the rather indirect method of political action. To the extent that they have local control the people of Red Deer have favored formal methods of instruction, and have regarded with some suspicion such innovations as the enterprise and guidance. Although conservative they are not reactionary, and in the semester system they have experimented with a method which may affect the province as a whole. The change, which concerns itself with methods rather than with the contents of philosophy of the program of studies, is certainly not a radical one. It is, therefore, in keeping with the other aspects of Red Deer's development. (W. Dawe: 37)

Other aspects of Red Deer's development, specifically those affecting the implementation of the G. H. Dawe Community Centre will be examined in the following sections.

Red Deer: A City With an Accelerated Growth Rate

The City of Red Deer, the largest urban community in central Alberta with a population of 33,717 in 1977, grew in excess of 709 percent over the fifty years between 1911 and 1961. (See Red Deer map in Appendix A)

The Economic Base Study of the region prepared by Dr. E. Hanson states the following:

> The City's growth rate is associated with the rates of growth of the two metropolitan areas of Calgary and Edmonton by nature of its half-way-house position, serving a long strip of terri-

> tory from the Rockies to the Saskatchewan border. Between 1951 and 1956 the City of Red Deer grew by 63 per cent. Thus Red Deer grew almost 50 per cent faster during this period. For the five year period Red Deer increased by 59 per cent and the metropolitan areas by 35 per cent. Red Deer thus grew about two-thirds faster than the two metropolitan areas. Between 1961 and 1966 Red Deer, with a growth of 33.4 per cent, compared with 18.6 per cent for the two metro areas, increased four-fifths faster. (Red Deer Regional Planning Commission, 1969)

This phenomenally high rate of growth is the result of Red Deer's importance as a retail and marketing centre and the development of the petroleum industry in Central Alberta.

A continued rise in population is likely, as a result of the growing significance of the city as a health and education centre, and of progress in the oil and gas industry from primary extraction to secondary development. (Red Deer Regional Planning Commission, 1969)

Planning Facilities

Population shifts and increases are a critical determinant for establishing school and recreational facility requirements. Therefore the Regional Planning Commission must be constantly alert to the trends.

Red Deer's educational and recreational planning policy outlined by the Regional Planning Commission in the Urban Renewal Study states the following:

> In the new residential neighbourhoods consisting generally of 160 acres of land with approximately 2,240 people, the elementary school is an essential entity. Each neighborhood requires one elementary school, in the centre and away from major thoroughfares, so that nearly all the children will live

> within a quarter-mile walking distance from the school. The junior and senior high schools are best located in the centre of at least four neighborhoods and close to a major thoroughfare. By siting the schools so that they are closely integrated with the neighbourhood centres and parks, it is intended that joint use could be made of playing fields and other school facilities for recreation outside school hours by children and adults. This policy has proved successful and has substantially increased the social and recreational facilities in the City. (Regional Planning Commission, 1969)

The junior and senior high schools in Red Deer, usually in the centre of four neighbourhoods, are designated for recreation purposes as "district centres". (Moore, September, 1977: interview)

According to Mr. D. Rouhi, an associate planner with the Regional Planning Commission, some of these guidelines for regional planning now require amendments. As of 1977, an elementary school is usually planned to serve a population of three to four thousand people, a junior high school to serve ten to twelve thousand and a senior high to serve twenty-four to twenty-eight thousand. (Rouhi, December, 1977: interview) The elementary school and grounds usually cover three acres with five to nine additional acres contiguous with city owned grounds earmarked for parks and recreation. Junior high schools are planned for approximately ten acres adjacent to and contiguous with an additional ten to twenty acres of City-owned land for parks and recreation purposes. The School Buildings Branch of the Alberta government defines a "utilization sub-area" for which an elementary school will be possibly supported as approximately one square mile or four quarter-sections. (School Buildings Regulations, 1977).

Conceptualization Phase: The Beginnings of the Dawe Centre Plan

In 1971, the Planning Commission anticipated that within twenty years, the City of Red Deer would attain a population of approximately fifty thousand people of which seventeen thousand would reside on the north side of the Red Deer River.

This potential for dramatic population growth brought together in July, 1971 Mr. R. Gray, representative of the Separate School Board; Mr. J. Docherty, Superintendent of the Separate School Board; Mr. P. Power, representative of the Public School Board; Mr. G. H. Dawe, Superintendent of the Public School Board; Mayor R. E. Barrett; Mr. R. Cundy, Director, Regional Planning Commission; Mr. R. McGhee, City Engineer; Mr. D. Wilson, City Assessor; Mr. D. Moore, Recreation Superintendent; and Mr. M. Rogers, City Commissioner, to discuss future planning of the district called "North Red Deer". Both School Boards saw the future facility needs of their respective school systems as requiring each to build an elementary school which could be later expanded into a junior high school. At this July 1971 meeting Mr. Joe Docherty, Superintendent of the Separate School Board, voiced the opinion that close co-operation among the School Boards and the City Council was essential in the planning of an integrated facility. This suggestion met with consensus among the agency representatives in attendance.

In keeping with city planning guidelines it was considered that a site of approximately twenty-five acres would adequately accommodate both School Boards' requirements and the open space and recrea-

FIGURE 2

Time Line of Events

July, 1971: Meeting of planning officials held to discuss future planning for North Red Deer.

October 19, 1972: Public meeting held in North Red Deer to discuss development. Co-ordinating Committee was set up.

March 14, 15, 16, 22, 1972: Public meetings held in each of the four areas of North Red Deer to encourage citizen involvement.

October 19, 1973: Meeting of planning officials approves concept of a comprehensive design.

November 14, 1973: North Red Deer Co-ordinating Committee approves concept of comprehensive design.

December, 1973: City Council establishes a Steering Committee.

July, 1974: Architect hired.

Spring, 1975: Approval received by the Public School Board for a "community-core" school.

September, 1975: Library Board approves establishing a branch at the proposed educational-recreational complex.

February 25, 1976: The complex is named the "G. H. Dawe Community Centre".

May 4, 1976: Joint-Use Agreement is signed.

July, 1976: Construction of the community-core school begins.

April, 1977: Management Board assumes responsibilities.

September, 1978: Public School opens for grades one to seven.

January, 1978: Interim Advisory Council is established.

tional needs of the City.

Subsequently, a thirty acre parcel of land situated on the south side of 67th Street between 59th and 64th Avenues, was acquired.

Several meetings with representatives of the Red Deer Regional Planning Commission, the two School Boards, Recreation Board and City Council were held throughout the rest of that year and into 1972 to discuss the development of the thirty acres. It was decided that the cost of preparing the whole site should be distributed equally among the Separate School District, the City, and the Public School District, and it was agreed that subsequently each party would be allocated ten acres for its unique development. Therefore, at that time, in a sense, there were to be three separate plans on adjacent property.

The Public Gets Involved

On October 19, 1972 a public meeting sponsored by City Council was held to discuss questions of development of the North Red Deer area. In attendance were the following persons representing the office, department or agency as indicated. City Council: Mayor R. E. Barrett, Alderman R. L. Dale, Alderman Mrs. D. Jewell, Alderman Mrs. E. Taylor, Alderman Mrs. A. Parkinson, Alderman J. Kokotailo, Alderman J. Donald; City Administrators: City Commissioner M. Rogers, City Engineer R. McGhee, Director of Economic Development W. Pander, Engineering Technician P. Grainer, Clerk Steno I, C. Lysons, Assistant City Clerk C. Sevcik (Secretary); the Regional Planning Commission: Director R. Cundy, Associate Planners D. Rouhi and I.

Dirom; the City of Red Deer Recreation Department: Assistant Director L. Hodgson, Past Chairman of the Recreation Board Mr. M. Flewwelling; the Public School Board: Superintendent G. H. Dawe, Assistant Superintendent J. Pollock, School Board Trustee Peter Power; the Separate School Board: Superintendent J. Docherty, Separate School Board Trustees R. Villeneuve and R. Hermary; the Red Deer Public Library: Head Librarian M. Coleman. In addition, approximately twenty-seven residents of North Red Deer were also in attendance.

At this meeting, Mr. D. Rouhi of the Regional Planning Commission explained the long range planning in regard to the development of the City of Red Deer with particular emphasis on the district of North Red Deer. He outlined the areas proposed for future schools and parks with particular reference to the thirty acre site on 67th Street and 59th Avenue.

The matter of school and recreational facilities was then discussed. Alderman Ethel Taylor explained that the construction of future schools in North Red Deer would be an excellent opportunity to construct combined school, library and community facilities. Mr. Peter Power, Public School Board Trustee, added that schools should be designed in such a manner that they could be used by the community both day and night. It was agreed that the matter of facilities planning should be looked into in great detail. At the request of those present, a Co-ordinating Committee was named consisting of

Public School Board Trustee Mr. P. Power, two citizens of North Red Deer, Mr. C. Campbell and Mr. D. Smethurst and Alderman Ethel Taylor representing the City of Red Deer. Mrs. Taylor was elected Chairman of the Co-ordinating Committee. The concerns for this committee were twofold: 1. the long term planning of the thirty acres of land allocated for school, recreation and other community needs, and 2. the recreational needs of the four sub-divisions of North Red Deer, namely Oriole Park, Fairview, North Hill and North Red Deer.

This Co-ordinating Committee met twice with city and school representatives. (Taylor, December 1977: interview) During these meetings some of the major problems of the North Red Deer district were discussed and clarification of the committee's purpose evolved. At the second of these meetings Mr. Don Moore, the Recreation Superintendent voiced the opinion that the needs of the area should be identified, goals established and a plan of development undertaken by a professional with involvement of the citizens of North Red Deer. (Minutes, December 1972) Citizen involvement was to be encouraged by holding smaller, more intimate meetings in each of the four areas. Committee members were advised of community leadership courses to develop their skills in this area. (Minutes, December, 1972) It may be noted parenthetically that atleast some of the key leaders were concerned with on-going structural learning experiences at this early stage as part of the community development component in keeping with the Hayden Roberts' model of "Community Development".

Public meetings were held in each of the four areas in March, 1973 to encourage greater citizen participation. Notices were delivered house to house prior to each meeting. Boy scouts delivered a handout designed by Ethel Taylor (Appendix B). Publicity through television, radio and newspaper reinforced the house to house personal contact approach.

Attendance at these area meetings varied from forty-seven in Oriole Park to between twenty-five to thirty in the other areas. (Minutes, March 14, 15, 16, 22, 1973) Keen interest was shown by those attending. At each of the meetings, Mr. D. Rouhi and Mr. D. Moore illustrated with slides and maps the development plans for the area within which more specific site plans would be developed. The possibility of integrating school, recreation and community needs on the thirty acre site met with favorable raction at each of the meetings. Representatives from each area were appointed at these meetings to work with the Co-ordinating Committee and the City Recreation and School Board officials to develop a plan for the thirty acres site. The representatives which formed the enlarged "North Red Deer Co-ordinating Committee" were: from Oriole Park: Mr. Gordon Becker, Mr. Tom Burgess, Mr. Clint Allen and Mrs. Dianne Ladwig; from Fairview: Mrs. E. Graham, Mr. M. Hartell and Mr. N. D. Saar; from North Red Deer: Sister Ruth Mary, Mr. Roger Wyatt; and from North Hill: Mrs. Don Carton, Mr. Don Carton and Mr. Art Finch. At this meeting Mr. Gordon Becker replaced Mrs. Ethel Taylor as Chairman of the North Red Deer Co-ordinating Committee. Subsequently Mr. Jean

Krieger became Chairman, with Mr. Becker and Mrs. Taylor continuing to play active roles on the Committee.

To complement the needs assessment already made at previous meetings this "North Red Deer Co-ordinating Committee" conducted a more formal recreational survey, prepared by themselves, of the whole of North Red Deer to establish their priorities with regard to recreational facilities. The results of this survey showed that a swimming pool was conceived as having greater priority over an ice arena in the phased development plans because it would serve all ages and both sexes.

Comprehensive Design Found Mutually Acceptable

A meeting was held on October 19, 1973 at the request of the Recreation Board. In attendance were city and recreation planners and school board officials. No one from the North Red Deer Co-ordinating Committee was in attendance. An apology was later sent to Mr. Jean Krieger, the Chairman of the North Red Deer Co-ordinating Committee, for not being notified of this meeting. The Recreation Board had requested the meeting because they felt that recreational facilities should be made available on the thirty acre site in North Red Deer by 1974.

Althought, at this time, neither school board anticipated development before 1975 because existing schools were adequately handling the needs of the increasing population, Mr. Don Moore successfully pleaded for co-ordinated development of the entire project, which would provide for the most attractive, convenient and economic de-

velopment of these multipurpose facilities.

The concept of a comprehensive design was found mutually acceptable to the North Red Deer Co-ordinating Committee at a meeting held on November 14, 1973. At that meeting consensus was reached on the following points:

1. That the two proposed schools (Separate and Public) and a swimming pool be built under one roof.
2. That the two schools would consider means for including "community use facilities" when being designed.
3. That in designing these facilities consideration be given to: day care, health unit clinic, library branch and shop facilities.
4. That study be given to obtaining a covered arena.
5. That an outdoor recreational area be developed as soon as possible. (Minutes, November 14, 1973)

Subsequent to this November 14 meeting, representatives from the North Red Deer Co-ordinating Committee, School Boards, Recreation Board and the City came together at a meeting of City Council in December. At this meeting the following motion was unanimously passed:

> That a working committee should be formed with representatives of each group at this meeting, to prepare a preliminary site plan for the long term joint educational, recreational and community use of these premises, with equal contributions being made by the School Boards and the City for the cost of preparing a site plan, subject to each party defining its needs for the guidance of the working committee, in anticipation of this work being done by the Spring in order that some recrational facilities may be made available in the area in the Summer of 1974. (City Council Minutes, December, 1973)

The Steering Committee formed consisted of: Mr. Jean Krieger, Chairman of the North Red Deer Co-ordinating Committee; Mr. Donald Moore and Mr. Lowell Hodgson representing the Recreation Department; Mr. Harold Dawe and Mr. Peter Power representing the Public School Board; Mr. Bob Gray and Mr. Joe Docherty representing the Separate

School Board. (See Appendix G, Newsrelease No. 2)

It may be recorded at this point that most of the leadership in the conceptualization and planning phases until this meeting, came primarily from elected officials or hired officers representing the three main co-operating political units. This Steering Committee was a formalization of a relatively informal grouping which had advanced the developmental processes to the stage they were at in December 1973.

It must be made clear that the development of the project was being guided primarily by the Steering Committee. The North Red Deer Co-ordinating Committee forwarded its ideas to the Steering Committee through its representative Mr. Jean Krieger.

Design Phase: The Plan Takes Shape

Early in 1974 the City Council approved a budget for the preparation of the area to include a preliminary design for the site and seeding of the site.

The Steering Committee agreed that the Red Deer Regional Planning Commission should be asked to prepare this preliminary site plan and to include alternatives, with the idea that a school may or may not be built for some time.

A meeting of the Steering Committee was then held in May 1974 to examine the alternate plans.

The design of the integrated community centre which brought the schools and community buildings together, with Public and Separate

Schools separated only by major "community use" facilities such as a swimming pool and arena was favored. It was also agreed to recommend to City Council the appointment of architects to design a detailed plan for the site with the hope that a public school would shortly be approved by the School Buildings Branch of the Alberta government. It was realized that the design and plans of the Separate School building and grounds were still far in the future, but the Separate School Board agreed to pay its share of site preparation. In response to this recommendation, relative to the appointment of architects at a subsequent meeting of City Council, the following motion was passed:

> That an architectural competition be held to select an architect to design the North Red Deer Recreation School Site plan and that the final decision as to who is selected be left to the North Red Deer and District Project Steering Committee and that same be ratified by Council. (City Council Minutes, May 21, 1974)

Architect Hired

In July 1974, the Steering Committee invited submissions from architectural and engineering firms and chose Stevenson, Raines, Barrett, Hutton, Seton and Partners of Calgary to undertake a development plan, tendering and supervision of the preliminary construction of the North Red Deer Development Plan. This was immediately approved by the City Council on July 29, 1974.

Earlier in the year, June 17, City Council approved the addition of an area south of the thirty acres already obtained. This land was made available because part of the population area to be serviced

was redesignated for single family dwellings instead of apartments. Thus the total of thirty-two and one-half acres was distributed as follows: Red Deer Public School District, twelve and one-half acres; Red Deer Separate School District, ten acres; and City of Red Deer, ten acres.

The Need for a Public Elementary-Junior High School Becomes Apparent

During 1974, it was becoming increasingly apparent that another public elementary-junior high school would be needed in North Red Deer sooner than initially projected. A "community-core school" for the site was applied for by the Public School Board but rejected by the School Building Branch of the Alberta government. A community-core school is "an expandable-contractible school that is constructed so as to be permanently located." (School Buildings Act, 1977:2) Portable sections could be added or removed as school or community needs dictated.

The School Buildings Branch regulations, at that time, stated that a community-core school is possible in a new subdivision if enrolment is sufficiently high and if: 1. the community-core school is not within three-quarter miles of an existing school and 2. the new subdivision is one square mile in area. (Dawe, December, 1977: interview) The site of the proposed public elementary-junior high school in the North Red Deer Development was less than three-quarters of a mile from an existing school. Although another smaller site could have been obtained to meet the requirements of the School Building Branch the thirty-two and one-half acres site was the only one in a suitable

location to be economically feasible for the joint project.

The Public School Board in Red Deer, being committed to the concept of providing a neighborhood school for each new subdivision, tried to secure a Ministerial Order from the Cabinet of the Alberta government to declare the north side of the river as a distinct attendance zone. Although the city as a whole had sufficient elementary and junior high school facilities, school authorities saw the difficulty of transporting small children across the river to where classroom space was available.

Finally in December of 1974 by an Order-in-Council of the Alberta government, North Red Deer became a distinct utilization zone which had a sufficiently large population to warrant a public elementary school on the North Hill site.

The Public School Board immediately issued a statement of need for a community core school with facilities for junior high to the School Building Branch, but approval was not received until the spring of 1975. During these winter months of 1974-75 and into the following spring, the Steering Committee continued to meet with the architects, restating their concerns in the design of the building to integrate community and school uses.

Some of the major features the Centre was to include were as follows: an expanded library to serve as an integrated community and school library; an arts and crafts room (for which the Department of Education grants no support); a larger-than-normal gymnasium with extra ceiling height; a common room combining ancillary rooms, stage and extra

space; home economics and industrial arts laboratories designed for public as well as school use; and a great deal of extra storage.

The community-core school approved by the School Buildings Branch was to contain 35,000 square feet. The expanded centre as designed by the architects, contained 42,000 square feet. Additional funds were therefore needed to finance this requested area and for other items of design, such as storage, to make school space more available for community use.

Request to the Government

In the spring of 1975, various members of the Steering Committee met several times with representatives from the Department of Education and the Department of Advanced Education to discuss the North Red Deer project. The Red Deer spokesman indicated a need for special funding to facilitate joint planning of the multipurpose Community Centre. The government representatives agreed that the recently-formed Alberta Government Interdepartmental Community School Committee draft a proposal for the Red Deer Steering Committee to request government financial support of the building project to include the concept of the multipurpose complex as a special project funded under a special fund under the jurisdiction of the Interdepartmental Community School Committee.

Subsequently Mr. Brian Staples, the Interdepartmental Community School Committee Executive Secretary, was assigned by that Alberta government committee to work with the Red Deer Steering Committee in

preparing educational specifications for the school component of the project.

A report was prepared, dated July 16, 1975, by Dr. Brian Staples entitled Preliminary Educational Considerations and Specifications - Public School Component - North Red Deer Opportunity Centre - North Red Deer Recreation Area. In this Report Dr. Staples outlined selected considerations for the planning of the public school component of the Centre which had the intent of serving formal schooling facility needs but also life-long learning needs as perceived by educators concerned with "Continuing Education", "Further Education", and/or "Community Education".

With the assistance of local teachers and community recreation programmers the report was revised and appendices added. This process of meeting with teachers and local lay citizens to facilitate input in the design of the Centre, begun by Dr. Staples, was later continued by the architects.

The report by Dr. Staples was presented on July 24, 1975 to the Interdepartmental Community School Committee. The additional space and facility requirements to facilitate community education and community use over and above basic space and facility allocations made available by the School Buildings Board were estimated to cost between $300,000 and $400,000. The Community School Committee agreed to recommend that a request be made to the Minister of Education for a grant of up to $200,000 to cover the costs of additional "community education" facilities.

The Interdepartmental Community School Committee thought that the Red Deer project would provide an opportunity to implement from the start a relatively ideal "Community Education" program and process within a relatively ideal "Community School".

Although Alberta had and has many schools called "community schools", there appears never to have been a school designed from the start specifically to accommodate "the community education-community use concept" at least as implied in the definition of "Community Education" as developed by Dr. Staples on behalf of the Alberta Government's Interdepartmental Community School Committee. (Staples, 1977)

The Interdepartmental Committee felt at that time that changes in the design of school buildings would be needed in the future to accommodate many of the attributes of the combined "Community School-Community Education" concepts. (Staples, January 1978: Interview)

In spite of the support of the Alberta Government's Interdepartmental Community School Committee, the request to the Minister of Education for $200,000 was turned down. The North Red Deer Centre had to therefore be funded entirely through the usual Public and Separate School systems and city budgets. It was suggested by the Interdepartmental Community School Committee that the City Council apply for a "Major Cultural Recreation Facility Development" grant from Alberta Recreation, Parks and Wildlife to assist in the City Council's share of the development. Subsequently the City received a $200,00 grant, which was fifty percent of their share of the first

phase of the project. (Moore, March 11, 1978: Interview)

The Library Boards Gets Involved

In September 1975, the City of Red Deer Library Board unanimously passed a motion to support integration of community and school library service in the public school being established on the North Hill if space was available. The issue had been discussed at previous meetings and was strongly supported by Alderman Ethel Taylor and Superintendent Harold Dawe of the Public School System, both of whom were on the Red Deer Library Board. The integration of school and public library facilities is not a new concept as there are four schools in Red Deer where this co-operative principle was already implemented. It has also been tried, but with little success in other cities such as Calgary and Vancouver, according to MacDonald Coleman, Red Deer City's Head Librarian. Mr. Coleman expressed a great deal of reservation concerning integration of library services into schools because of its alleged lack of success in other communities. (Coleman, January 1978: Interview)

The Name of the Complex is Officially Approved

The public community-core school established on the North Hill in Red Deer was officially named at a Public School Board meeting February 25, 1976. The wording of the motion itself expresses the tremendous admiration and respect that the School Board members had for Mr. Harold Dawe, former Public School Superintendent and one of the outstanding persons in promoting the concept of a community centre.

The minutes of the Public School Board meeting read as follows:

Moved by Mr. Dymianiew that:

> WHEREAS education in the Red Deer School District and the name of G. Harold Dawe are synonymous, and,
>
> WHEREAS, he has been engaged by the Red Deer Public School District for nearly forty years, and,
>
> WHEREAS, he has made a significant contribution to education on a national, provincial, regional and local level, and,
>
> WHEREAS, he has been directly involved in many community programs, projects and surveys, at the administrative level, and,
>
> WHEREAS, his efforts have been untiring with regard to the administration of education within the Red Deer Public School system, and,
>
> WHEREAS, he has doubled his efforts to the task of establishing a community school in North Red Deer,
>
> THEREFORE, BE IT RESOLVED, that the school currently being planned for North Red Deer and referred to as the North Red Deer Public School District No. 104 as the "G. H. Dawe Community School."
>
> Question: Carried unanimously.

All persons in attendance applauded the resolution and congratulated Mr. Dawe. (Red Deer Public School Board Minutes, February 25, 1976)

On March 10, 1976, the Public School Board approved the changing of the word "School" to "Centre". The minutes of this March 10 meeting read as follows:

> Mr. Brownlee reported that Mr. Moore, from the City Recreation Department, recommended that the name G. H. Dawe Community School be changed to G. H. Dawe Community Centre so that the name could be used for the whole complex when it was finally completed. The Trustees had no objection to this recommendation but that it would have to have the approval of the Separate School District and also checked with the Department of Education as to any technicalities concerning the use of the term "Centre".

The Separate School Board did not express any objections to this decision, therefore the name "G. H. Dawe Community Centre" applies to the total City-Public School Complex.

A Joint Use Agreement is Signed

A formal agreement, North Red Deer Community Educational Complex Agreement, (henceforth referred to as the Joint Use Agreement), was signed on May 4, 1976 by the City of Red Deer, the Red Deer School District No. 104 and the Separate School District No. 17. (Appendix C)

This agreement legally committed the three parties aforementioned to the joint construction, maintenance, ownership, operation and use of the Community Educational Complex. This became the first legal document called the facility a "Community Education" facility.

The agreement was drawn up by Mr. Tom Chapman, the City Solicitor, based on earlier proposed agreements that had been prepared jointly by the Public and Separate School Boards and the Recration Board. Red Deer, prior to that time, had few written agreements between either of the School Boards and the City as to shared use of any facilities. Common use had been an unwritten, mutually accepted practise.

The Joint Use Agreement established a committee of six as the Management Board to be responsible for the management of the plant, including schools and recreational facilities. The committee consists of two representatives from each of the two School Districts, and the City. These were: Public School Board Representatives, Mr. Gordon Becker and Mr. Peter Power; Separate School Board representa-

tives, Mr. Murray Parker and Mr. Bob Gray; and City representatives, Alderman Ethel Taylor and Alderman John Oldring. (Minutes of G. H. Dawe Management Board, April 26, 1977)

The joint use agreement includes many of the principles set out in the publication "Share It: Some Approaches to the Joint Use of Community Facilities" published jointly by the Department of Education and the Department of Culture, Youth and Recreation of the Alberta government. Share It outlines government legislation and suggests policy statements which are relevant to joint use of facilities.

With regard to the rising cost of educational and recreational facilities, Share It states: "Existing educational and recreational facilities can be jointly used, and new facilities can by jointly planned in ways which will benefit the community at large." It goes on to state "Recreation facility planning should be initiated by, and must involve, local residents interested in their own community development." (Share It, 1975:7)

A study on school planning and building was conducted in Alberta in 1977 by Woods, Gordon and Company of Toronto for Alberta's Department of Education. It also suggests "The approach to school accommodation should change from exclusive, dedicated academic use to a community facility approach which will enable the facility to provide shared community needs." (Woods, Gordon & Co., 1977:6)

Construction Phase: The Sod is Turned

Construction of the Public School System's community-core

school began July 9, 1976 with a projected completion date of April, 1977. (Appendix G, Newsrelease No. 3)

The Public School Gets a Principal

Mr. Donald Campbell, who previously had been principal of both Langevin Community School and Georges Vanier School in Calgary, was hired by the Public School Board to begin the academic year of September 1976 as principal of the G. H. Dawe Community Centre. During the academic year 1976-77 many of the public school students who would eventually be attending the G. H. Dawe Community Centre situated in North Red Deer were being bused to Central Elementary School until the new facility was sufficiently ready to accept students in grades one to seven in September, 1977.

Mr. Campbell had previously studied at Flint, Michigan, perhaps the most influential Community Education Centre in the United States, and is personally committed to the concept of Community Education. (Campbell, January 1978: Interview)

During his year at Central Elementary School, Mr. Campbell set up a Parents' Advisory Committee to advise him on matters related to establishing a community education program and to assist him in setting up a curriculum for the Dawe Community Centre. It should be noted that to involve parents in curriculum development is considered as an advanced concept in the continuum of features of a school which fosters "Community Education".

Prior to the opening of the Dawe Centre in September, 1977, Mr Campbell personally visited every family with a child who would be

attending school. This involved many visits, an obviously enormous undertaking for a school with a population of three hundred and ninety-six on its opening day. In addition to Mr. Campbell's visits the school's staff of seventee teachers also individually visited every family with a child in each of their respective classes. Thus it is very apparent that a close link between families and the school was to be a salient characteristic of the G. H. Dawe Community Centre.

Programming Phase: The Management Board Assumes Responsibility

The six elected officials of the G. H. Dawe Management Board officially assumed their duties at a joint meeting held with the North Red Deer Steering Committee in April 1977. This brought to an end the formal role of the Steering Committee. A Proposal for the Operation and Management of the G. H. Dawe Community Centre (Appendix D) prepared by the two school Superintendents, Mr. Bill Brownlee and Mr. Joe Docherty, the Recreation Superintendent, Mr. Don Moore and the Centre's Principal, Mr. Don Campbell, was reviewed at this time. This proposal was a refined version of two earlier documents which provided guidelines on objectives, organization and joint ownership, these being, A Progress Report on the North Red Deer District Service Centre (May 1975) prepared by the Recreation Board for City Council and North Red Deer Community Centre (August 1975) prepared by the Steering Committee with the assistance of Dr. Brian Staples.

A Proposal for the Operation and Management of the G. H. Dawe Community Centre henceforth referred to as A Proposal for the Operation stated the purpose of the Centre as follows:

1. A facility where the formal education needs of some of the student population of the area will be met.
2. A district centre where people of all ages may study and learn.
3. A district centre for community recation activities including all aspects of recreation be it cultural, social, athletic.
4. A district library centre.
5. A district centre for social and possibly health services.
6. A district centre of community life where citizens can study and solve district problems.
7. A base of operation for the planning and implementation of a comprehensive and co-ordinated social service delivery system.

A Proposal for the Operation also outlined the roles of the various persons or committees involved in the operation and management of the Dawe Centre.

FIGURE 3: OUTLINE OF MANAGEMENT ROLES

MANAGEMENT BOARD	CITIZENS COMMITTEE
6 elected officials 2 each appointed by the Public School, Separate School, City Council	Advisory to Board as requested, also monitors and evaluates the operation
ADMINISTRATIVE COMMITTEE	FACILITY CO-ORDINATOR
An Administrator or his designate from the two school authorities and the Recreation Department	Responsible for physical plant operation management and control
PROGRAM CO-ORDINATOR	COUNCIL OF COMMUNITY SERVICES
Mr. Don Campbell, responsible for program development in consultation with program representative from Separate School and City Recreation Department	Advisory to program co-ordinator, assesses and develops programs

(A Proposal for the Operation and Management of the G. H. Dawe Community Centre, April, 1977).

These roles have subsequently been clarified at Management Board meetings held between April, 1977 and February, 1978.

Management Board. In February, 1978 the duties of the Management Board were seen to include: establishment of policy; matters relating to finance including budgeting; recommendations of financial support from agencies; liaison between City Council, School Boards and the citizens and arbitrator.

Administrative Committee. In the winter of 1977-78 the Administrative Committee consists of an administrator from each of the two schools, Mr. Bill Brownlee, Public School Superintendent and Mr. Joe Docherty, Separate School Superintendent; and a representative of the Recreation Department, Mr. Don Moore, Recreation Superintendent. The Administrative Committee's responsibilities include developing procedures and systems and regulations; day to day operation of the facility; matters related to control and supervision; personnel recruitment, selection and supervision; and would act in an advisory capacity to the Management Board.

Facility Co-ordinator. The facility co-ordinator, Mr. Randy Skimmings, is responsible for the physical plant operation, management and control. The Proposal for the Operation describes the position:

> He would be responsible for all subordinate staff which would include those staff necessary to manage and operate the plant. He would not be responsible for program or program supervision other than general supervision of the facility. He would require some training related to the facility, a high degree of sensitivity to the goals of the Centre and a high degree of technical competence coupled with management and relations skills. (A Proposal for the Operation and Management of the G. H. Dawe Community Centre, April, 1977)

A more detailed job description had not been outlined by February, 1978 because it was felt that the role of facilitator will evolve as the Centre changes.

Program Co-ordinator. The first Program Co-ordinator, Mr. Don Campbell, is also the Public School Principal. As Program Co-ordinator he is responsible for program development in consultation with representatives from the Separate School Board, the Public School Board and the City Recreation Department. At the time of this writing, February, 1978 there is no representative from the Separate School Board, the Public School Board representative is Mr. Alan Gibb, Assistant School Superintendent and the City Recreation Department representative is Mr. Ed Morris, Community Programs Co-ordinator.

Council of Community Services. A Council of Community Services comprised of representatives of the various "people serving" agencies was to be established to advise the program co-ordinator. The role of this Council would be to identify needs and develop or foster programs that would meet the needs of the district. Because its jurisdiction is that of a district, perhaps a more appropriate title would be Council of District Services. Or perhaps it might be called a Council on Community Education. However, as of February 28, 1978 this Council of Community Services was still only at the conceptual stage. It was hoped to be established in the winter and spring of 1977-78.

Citizens Committee. A committee of citizens to act in an advisory capacity to the Management Board was chosen by the Program Co-ordinator, Don Campbell, in January, 1978 through a process of stratified random selection with distinction only as to area. (Campbell, January, 1978 Interview)

The Interim Advisory Council, the name given to this citizen's committee in January, 1978 consists of nine members: two each from Oriole Park, Highland Greens, Aspen Heights, the Pines and one picked completely at random. The North Red Deer Co-ordinating Committee was phased out as various other central committees developed and assumed functions originally conceived to be the appropriate role for this committee.

Policy Guidelines

The G. H. Dawe Community Centre opened for grades one to seven in September, 1977. That same month an interim paper Proposed Objectives, Policy Guidelines and Regulations Governing Management and Operation of the G. H. Dawe Community Centre (Appendix E), prepared by the Administrative Committee in consultation with Don Campbell, school principal, was reviewed by the Management Board. The purpose of this document henceforth referred to as Proposed Objectives was to provide guidelines concerning the purpose of the Centre. The paper outlines two areas of policy: that governing operation and maintenance, and that related to use. It was hoped that priorities related to the use of the Centre would evolve as a natural process to meet community needs. Community education and community recreation programs were to be given top priority to be encouraged in the program development.

Specifically the goal of the program stated in the Proposed Objectives was to meet the needs of existing agencies including school and recreation, and to attempt to identify and meet other community needs with a view to the following:

(a) Providing life-long learning opportunities for all ages.

(b) Providing a diversity of recreation opportunities for all.

(c) Providing a vehicle for inter-agency co-operation in community problem solving.

(d) Providing a climate conducive to community development and recreation of a sense of community.

(e) Providing opportunity for greater citizen involvement.

(Proposed Objectives, Policy, Guidelines and Regulations Governing Management and Operation of the G. H. Dawe Community Centre, August 29, 1977)

The Proposed Objectives outline as a pilot project a "Family Night" as a step to meeting these goals. This "Family Night" would make available a diversity of opprtunities to North Red Deer families.

The Proposed Objectives state that the "Family Nights" are worthy of promotion for the following reasons:

1. They should lead to strong feelings of loyalty and enhance the sense of community idea.
2. Adult involvement and support will be fostered and encouraged and volunteers will emerge.
3. Family unity will be strengthened.
4. Responsible citizenship will be encouraged.
5. Social change may result and community problems may be identified and resolves.

(Proposed Objectives, Policy, Guidelines and Regulations Governing Management and Operation of the G. H. Dawe Community Centre, August 29, 1977)

As of January, 1978 these "Family Nights" were running with success in terms of attendance. (Skimmings, Report: January 26, 1978).

A Swimming Pool is Authorized

The need for swimming facilities in North Red Deer to meet city standards was stated as early as 1963. (A Brief in Support of the G. H. Dawe Community Centre Swimming Pool, 1977) An updated assessment recommending immediate action was undertaken by the Recreation Board and approved in principle by City Council in June, 1974 when it becambe an attainable goal due to major provincial government facility grants for cultural and recreational purposes coming available to municipalities. (A Brief in Support of the G. H. Dawe Community Centre Swimming Pool, 1977)

In April, 1977 City Council gave formal approval to proceed with the swimming pool phase of the project. That same month, April, 1977 a "Swimming Pool Planning Committee" was appointed.

The personnel of the Swimming Pool Planning Committee included Mr. Michael Day, Commissioner of the City of Red Deer; Mr. Don Moore, Recreation Superintendent; Mrs. Joan Standish; Mr. Ron Schmidt; Mr. Peter Power; Mr. Murray Parker; Mr. John Oldring; Mr. John Simpson, Assistant Recreation Superintendent; Mr. Rick Poole, Aquatics Supervisor; Mr. Rick Roberts, Recreation Centre Operator; Mr. Neil Evans, City Construction and Maintenance Supervisor; Mr. Randy Skimmings, Facility Co-ordinator; Mr. Alan Gibb.

The idea behind the design of the pool is to stress instruction, and to lean away from competitive swimming and competitive diving. Great care has been taken by the Management Board in choosing an

architect to incorporate this leisure concept. (Appendix G, Newsrelease No. 6) The firm of Bitorff-Holland and Associates was finally chosen in July, 1977. At the time of writing, this firm is meeting periodically with the Swimming Pool Planning Committee and preparing preliminary drawings.

Cost and Revenue Sharing

A document entitled Cost and Revenue Sharing Policy for the G. H. Dawe Community Centre was prepared in November, 1977. The purpose of the document was to describe how costs and revenues for the development, operation and maintenance of the Dawe Centre were to be shared and to state the rationale on which the policy was based.

On January 26, 1978 this document was reviewed and approved at a joint meeting of City Council, the Recreation Board, the Public and Separate School Boards and the Citizens Committee (known in January as the "Interim Advisory Council"). The rational for the document was given as follows:

> In short, the policy is based on the premise that each agency expect the Library brings to the partnership those facilities normally provided by them and assumes financial responsibility for them. The cost of joint administration and programming is shared. In the case of the Library, the school authority pays all facility costs withthe Library providing books and librarians. (Cost and Revenue Sharing Policy for the G. H. Dawe Community Centre, November, 1977)

In other words maintenance and operation of recreation facilities shall be the responsibility of the City of Red Deer and costs of education facilities shall be the responsibility of the respective school authority. Further, capital expenditures shall be reviewed by the Management Board and agreement reached on recommendations to

senior bodies on how costs should be shared.

In the case of the Library the school authority pays all facility costs with the Library providing books and librarians. The Public Library Board were to supply three thousand adult and three thousand juvenile books to be intershelves with the school's library books. The Public Library Board also was to pay the salary of a staff person for twenty hours per week. Hours then established were weekdays 3.00 - 5.00 p.m. and 6.30 - 8.00 p.m. and Saturday 2.00 - 5.00 p.m.

Policy decisions concerning the library were to be made jointly by Mr. Don Campbell, Dawe Centre Program Co-ordinator, Mr. Coleman, Red Deer's Head Librarian, the School Librarian and the Public Librarian at the Centre.

A Unified Approach on Policies

A document entitled A Unified Approach to Policies and Guidelines Governing Use of Public Education and Public Recreation Facilities (Appendix F) was presented by Mr. Don Moore, Superintendent of Recreation on December 10, 1977. It was revised and approved by the Management Board December 14, 1977. This document was prepared because it was found that the School Boards and Recreation Board had different fee schedules for the use of similar facilities. The need to establish a fee schedule for the Dawe Centre, in line with the then current charges in other similar facilities prompted the School Board and Recreation Board to reaccess their fee schedules.

They felt a unified approach to policies regarding fees and charges was desirable because:

1. The City of Red Deer and both school authorities are committed to a co-operative and collaborative approach to the provision of all facilities as a community resource.

2. The goals of the three authorities closely parallel one another and although not identical are highly compatible.

3. The interests of the public are best served by a unified approach.

(A Unified Approach to Policies and Guidelines Governing Use of Public Education and Public Recreation Facilties, December, 1977)

This document is another milestone in the development of a collaborative relationship between the School Boards and the Recreation Board in Red Deer.

The three documents A Unified Approach to Policies and Guidelines Governing Use of Public Education and Public Recreation Facilities; Proposed Objectives, Guidelines and Regulations Governing Management and Use of the G. H. Dawe Community Centre; and A Cost and Revenue Sharing Policy for the G. H. Dawe Community Centre were approved by City Council in February, 1978 (Red Deer Advocate, February 23, 1978). (Appendix G, Newsrelease No. 5).

Summary

The purpose of this chapter has been to identify the key people and describe the major events in the developmental process of the implementation of the G. H. Dawe Community Centre over the time span of 1971 to January, 1978.

In the next chapter these events will be analyzed by evaluating the history of development against the two conceptual frameworks outlined in Chapter One, these being "Key Elements of the Community Education Process" and the "Community Development Process".

CHAPTER IV

ANALYSIS

The analysis phase of this study will be structured around the two conceptual frameworks referred to and elaborated upon in Chapter I. Here they will be dealt with in reverse order. First, the Dawe Centre development process will be analyzed against "The Key Elements of the Community Education Process" articulated by Brian Staples, Executive Secretary of the Interdepartmental Community School Committee of the Government of Alberta. This policy statement was accepted by this Committee on June 8, 1977. The key elements in Staples' conceptual framework is outlined on pages 13 and 14.

The second heuristic device will be the "Community Development Process Model" developed by Hayden Roberts of the Faculty of Extension of the University of Alberta. The Roberts' conceptual model is outlined in Chapter I on page 12.

AN ANALYSIS OF THE DEVELOPMENT PROCESS OF THE G. H. DAWE COMMUNITY CENTRE IN TERMS OF THE BRIAN STAPLES' CONCEPTUAL FRAMEWORK: "KEY ELEMENTS OF THE COMMUNITY EDUCATION PROCESS"

The analytical strategy of this section will be to cite a series of principles enunciated by Staples and then evaluate the process and events of the Dawe Centre development against each principle in turn. The object is to identify evidence which supports or rejects the principle cited. The seven principles articulated by Staples plus his summary statement follow.

Principle No. 1:

There is an effective and systematic community interagency co-operative relationship and interagency commitment to community education processes.

Traditionally, the City of Red Deer has permitted daytime use of recreation facilities by Public and Separate school authorities, at no cost, in order to enrich the educational experience of Red Deer children. In return school authorities have allowed free use of their facilities for public recreation purposes when they are not required for school purposes. School authorities also permit use of facilities at minimum cost to other community groups because it is believed that this represents productive use of a valuable community resource. It has become increasingly apparent in Red Deer that the community could best be served and community resources most effectively used by a co-operative development of community facilities. (Moore 1977: Interview)

Red Deer's history of co-operation between and among agencies in the joint use of community facilities was expressed by Don Moore, Rec-

reation Superintendent:

> Recognizing the economic and other advantages of maximizing the use of community facilities the City and School authorities have developed a relationship that has resulted in a number of co-operative ventures, dating back to 1962. (Moore, 1975)

He went on to state: "The North Red Deer project provided the first opportunity to maximize a co-operative approach and to involve the citizens in the planning." (Moore, 1975)

In the initial stage of the North Red Deer project when the need for additional school and recreational facilities was realized, the City and School Board officials saw the logic in another co-operative venture. As voiced by a representative of the Separate School Board at one of the first planning meetings: "Co-operation is essential."

Throughout the planning process, as outlined in Chapter Three, a collaborative approach was needed to develop a single facility by three administratively distinct agencies. The culmination of this joint planning was the Joint Use Agreement, (Appendix C) signed in May, 1976, which legally committed the City of Red Deer, Red Deer Public School Board No. 104 and Red Deer Separate School Board No. 17 to joint constructuion, use, ownership and maintenance of the G. H. Dawe Community Centre.

Subsequently, in the programming stage, Management Board decisions required a collaborative approach to policy making since the concept of a Management Board as enunciated in the Joint Use Agreement designates six elected officials, two each from the Public School Board, the Separate School Board and the City to develop, administer and maintain policy. This collaborative approach to meeting the social,

educational and recreational needs of the community, is set out in A Proposal for the Operation and Management of the G. H. Dawe Community Centre (Appendix D) when it states one of the purposes of the Centre to be that of serving as "A base of operation for the planning and implementation of a comprehensive and co-ordinated social service delivery system." (A Proposal for the Operation, 1977). This purpose was to be accomplished by the establishment of a Council of Community Services comprised of representatives of service agencies. The role of the council would be to identify the community's needs and to foster programs that would meet these needs.

The proposal also recommends "that a portion of the time of the Principal of the G. H. Dawe School be given over to a role as Executive Director of the Council", since most of the activities could be classified under the broad definition of community education. (A Proposal for the Operation, 1977) The Council of Community Services has not yet been set up but guidelines for programming have been enunciated in a policy statement Proposed Objectives, Policy, Guidelines and Regulations Governing Management and Operation of the G. H. Dawe Community Centre. This document places high priority on citizens involvement in community problem solving, in assessing needs, and in locating resources to satisfy the identified needs. Thus the "community development component" which Staples subsumes under the "community education" concept is at least identified in the aspirations of the Council of Community Services.

The document goes on to state that the program development of the

Centre, "in addition to meeting the needs of existing agencies including school and recreation, that there be a co-ordinated attempt to identify and meet other community needs with a view to providing a vehicle for interagency co-operation in community problem solving." (Proposed Objectives, August, 1977)

Interviewed persons associated with the implementation of the Centre feel that the project has already provided a base for interagency co-operation. For example, G.Harold Dawe, "the retired public school superintendent whose commitment to community education drew together the public and separate school boards, the city, the recreation department and the library board" (Red Deer Advocate, November, 1977) has voiced his opinion that the Centre is a "lighthouse project" and "a great tribute to the spirit of co-operation." (Dawe, November, 1977: Speech)

A plaque unveiled at the opening ceremony on November 4, 1977, records for history this "monument to co-operation" in stating:

> This building is a tribute to the co-operation of many agencies and individuals, including public and separate school districts, recreation department and public library in beginning a community centre. May their faith and their vision be justified by the efforts of all who come here.

The foregoing evidence seems to adequately support the observation that the precepts, design and actual process of the planning and development of the Dawe Centre illustrates Staples' Principle No. 1.

Principle No. 2

Strong emphasis is placed on facilitating informed and learned citizen involvement in local needs identification, decision-making and problem-solving.

The G. H. Dawe Centre was planned, designed, constructed and programmed to accommodate equal inputs from all jurisdictions over the entire length of the development process and into the future programming of the complex as well. Of particular importance is the citizens input in the process. Early in the planning process, Alderman Ethel Taylor, Chairperson of the original Co-ordinating Committee, stated: "This grassroots involvement of the citizens in a new concept of planning school facilities as dual-purpose community recreation centres could well prove to be a pilot program in Alberta." (News Release by Taylor, March 24, 1973)

Mrs. Taylor's concern for citizen involvement was demonstrated by the notification (Appendix B) designed by her and delivered to every house in North Red Deer by the Boy Scouts, informing them of public meetings to be held in their districts to discuss community planning in North Red Deer. At that time the subdivisions of the North Red Deer area were Fairview, North Hill, North Red Deer and Oriole Park. As a result of these meetings a North Red Deer Co-ordinating Committee was set up representing the citizens of North Red Deer.

Although citizen involvement was encouraged it was difficult to maintain. As voiced by Ethel Taylor in a letter to Don Campbell, the Public School Principal: "I find it deeply disturbing that so few people stay involved." (Taylor, 1977: letter) She goes on to express her concern to continue trying to stimulate input by citizens and the Co-ordinating Committee:

> It is imperative that the citizens from every part of North Red Deer are involved in the future--right now I believe where

> there are community associations that is the direct and vital link to the people of the area. Where there is not one, the people chosen should also have the responsibility of communicating with the people they represent, not going it alone and isolated from their peers. (Taylor, 1977: letter)

In addition to those citizens involved on the North Red Deer Coordinating Committee, other citizens were encouraged to become involved in the actual planning of the facility.

A noteworthy example of citizen involvement was Dr. Brian Staples' engagement of lay citizens in the initial design phase by implementing work sessions to assist him in revising his report Preliminary Educational Considerations and Specifications for the Dawe Centre. The architectural firm for the community-core school, Stevenson, Raines, Garrett, Hutton, Seton and Partners Ltd. continued these work sessions involving lay citizens, to gain knowledgeable input in designing specific areas such as the arts and crafts area, home economics area, and so on.

Subsequently at the programming stage disappointment as to the amount of citizen involvement has been voiced at some length at several Management Board meetings as the minutes testify. It has been recommended that there be an educative process developed to assist citizens to become more significantly involved and knowledgeable in group processes, as it is felt that there has been insufficient citizen involvement to date. For example, concern was expressed that there was insufficient citizen involvement in preparing the document Proposed Objectives when the document itself states the program development is to "provide opportunity for greater citizen involvement." (Proposed Object-

ives, August, 1977) The Management Board hopes to rectify the situation as it passed a motion that ". . . the Board involve appointed citizens as immediately and closely as possible." (Minutes, September 1, 1977)

This involvement was to be accomplished by a citizens' council, presently called the "Interim Advisory Council" which was set up in January, 1978. This council is to act as an advisory body to the Management Board. It is worthy of question as to whether this body will be truly representative of the community of North Red Deer, even though it was picked totally at random from the Henderson's Directory. (Campbell, January, 1978: Interview)

Other methods of getting citizen input have been discussed at Management Board meetings but as of February, 1978 these were as yet untried.

A Swimming Pool Steering Committee was set up by the Management Board to co-ordinate the planning of the swimming pool and to solicit, where possible, citizen input into the planning process.

Whether the Dawe Centre will actually be successful in stimulating a greater percentage of citizen involvement only time will tell. Certainly the people most closely associated with the project are optimistic. For example, in his speech at the opening ceremonies, G. Harold Dawe opined that community education is more than just shared facilities when he stated: "It's the involvement of the school in the community and the community in the school." He went on to say: "A community may build the finest of buildings but community education

won't work unless you have the people." (Dawe, November 4, 1977, Speech) The Dawe Centre has been termed a "Place for People." "The people in it will make it a memorial to a great idea." (Dawe, November 4, 1977: Speech)

At the official level, the intentions as outlined in the Proposed Objectives, are clear: "The key to success of the Dawe Centre will be acceptance by and involvement of people of the area." (Proposed Objectives, 1977)

It seems clear that there is significant evidence that the central figures in the design and programming processes made, in comparison to most public facility development, an extraordinary effort to solicit input from citizens, thus paralleling Staples' Principle No. 2. The efforts of Alderman Taylor to contact every homeowner in the geographic community of North Red Deer illustrates the sincerity of the initiating persons. Further, the recruitment of citizens to serve on the Interim Advisory Council, through a scientifically organized random sample methodology represents an unusual faith in the intelligence and commitment of the average citizen. While it might be argued that the Interim Advisory Council may be less effective than a carefully recruited committee based on previously stated criteria, it is perhaps possible that such a system might generate considerable psychological support and commitment to the overall project by many citizens who hitherto, in their previous histories, have regarded themselves as non-participants in the political and social processes of building better neightborhoods and communities.

Staples' Principle No. 2 stresses "informed and learned citizen involvmeent." The fact that the Management Board actually discussed ways and means of educating citizens to fulfill roles depicts the Management Board's parallel faith to Staples in the potential of the average citizen. The actual involvement in the revision process of the design specifications by a significant number of citizens is further testimony as to the central figures faith in the social creativity of the average Red Deer citizen.

Staples appears to conceive Principle No. 2 as one of the most significant attributes of the "constellation of attributes" which collectively define his version of the "Community Education Concept." In the Dawe Centre development process there was evidence of earnest concern for fostering this attribute in the planning process and to incorporate it in further administrative and programming mechanisms. It should be noted that other students of community life and processes might describe the same principle as a key component of their definitions of the "Community Development Concept."

Principle No. 3

Priority is placed on full utilization of existing local human and physical resources as a basis for considered community action in the common interest.

In a burgeoning growth unit like Red Deer in recent years, anticipatory thinking by politicians and municipal and school officials is exceptionally important. When new suburbs are being planned, obviously the residents of those particular suburbs cannot be in-

volved in the planning process. Therefore the broad outlines of particular neighborhoods and districts are likely the product of relatively few conceptualizers in district and municipal planning offices. Thus the application of Staples' Principle No. 3 is not possible in most cases until after the initial group of residents have moved into the neighborhood. If the phrase "community action" infers that the entire community, in this case Red Deer, should be involved, this, of course, was not remotely the case. The best that can be said for it was that, initially, thoughtful conceptualizers who lived in the already established neighborhoods of Red Deer sought to phase-in citizen participation as houses were built and occupied. This parallel was usually the case in the development of new suburbs. However, as the foregoing treatment of Staples' Principles 1 and 2 indicate, and as the minutes testify, it appears that a consciousness as to the desirability of involving residents in the planning process was demonstrated periodically throughout the developmental process despite discouraging response at times.

It is clear that Staples' Principle No. 3 cannot be operable until a reasonably large number of citizens take up residence in the newly built homes.

Staples' Principle No. 3 involves the concept of "community action." He appears to use the phrase in the same sense as Coolie Verner who has defined community action as "a process of change carried out by a community acting as a discrete social unit." (Verner,

1971: 424) In the Dawe Centre case even if the community is defined by the political boundaries of Red Deer it is questionable whether the community of Red Deer acts as a "discrete social unit." It is also unlikely that when the Dawe Centre is complete that the individual neighborhoods or the North Red Deer district will be able to act as discrete social units in view of their organic socio-political integration with the remainder of Red Deer.

However, accepting the foregoing limitations, Principle No. 3 carries with it the traditional democratic ideal of trying to develop self-sufficient individuals who, as much as possible, try to develop self-sufficient organizations within self-sufficient neighborhoods and communities.

Therefore, as in February, 1978, it can only be opined that the democratic ideal implicit in Staples' Principle No. 3, had an influence on the central leaders in the planning process, but it remains to be seen whether the principle can be operationalized in a fast-growing community with all the fragmenting forces of the 1970s. In fact, the notion of "full utilization of existing human resources" would challenge the most gifted social and political thinkers of our times to invent and implement the social and political mechanics of making this possible. This apparent fact does not detract from the desirability of trying to maximize the meaningful involvement of a vastly increased percentage of the citizenry than is usually the case in proliferating metropolitan areas.

Elements selected from the minutes and other written records

document the acceptance of Staples' Principle No. 3 by the Management Board. For example, the intent of this Principle is most adequately covered in a quotation which reads as follows:

> The intent of this co-operative venture is to utilize community resources in order to provide a facility that will meet as many of the social/recreational/educational needs of North Red Deer citizens as possible. (A Proposal for the Operation, 1977)

Principle No. 4

The community school and other community agencies and resources are viewed as integral parts of a total community education system. Educational methods are seen as important tools to be employed in a co-ordinated manner for community good by any or all community based agencies involved in education, recreation, culture, health, social development, crime prevention, agriculture, consumerism, religion, ecology, economic development and so on.

In examining Principle No. 4 the writer finds that it is in fact two principles: one stating that community education takes place in the school and the community; the other is a statement related to the versatility of "educational methods" as important tools for facilitating learning in imstitutional settings other than the school. This section will therefore endeavour to treat Princple No. 4 as two separate principles which will be referred to as Principle 4a and Principle 4b.

In the sentence "The community school and other community agencies and resources are viewed as integral parts of a total community education system" (Principle 4a) Staples infers that education takes place in many environments. "Guided learning" not only takes place in

a school, in a teacher-pupil relationship but also in other times and places. Staples infers that "education" is more generic than "schooling", yet the objectives of schooling can be more completely attained if real life, first-hand experiences complement and supplement vicarious experiences fostered through the written word or the abstractions verbally communicated by the teacher. For example, if the objectives of "schooling" involve developing the insights, skills and morality of democratic citizenship, then if schooling is to be effective, it must go beyond knowledge of the history of the agonizing development of democracy to fostering real life, first-hand experiences which build students' faith that they are individually capable of becoming co-creators of an improved life in their community. The struggles, politics, and compromises necessary to "make democracy work" concomitantly develop a sensitivity and appreciation of the historical roots and difficulties of creating a social democracy, but also develop the assertive and compromising skills necessary to operationalize the meanings of democracy in the immediate life of the student.

Staples' Principle 4a states that the community school and other community agencies and resources "are viewed as integral parts of a total community education system." However, he does not state that community education is a monolithic bureaucracy of subordinate subparts controlled tightly by some central authority. In fact, Staples implies that the various subsettings of a community where learning occurs, is, in reality, an integrated whole, yet may be conceptually separated for analytical or administrative purposes. Thus "commun-

ity education" may imply the aggregate of all self-motivated, self-directed learning experiences and guided learning experiences of all members of the community to act individually for individual improvement of one's life chances, or to act collectively for community betterment. It may also mean the institutionalization under the designation "Community Education" of a series of organizational functions and role expectations for particular personnel, which, while vested under the jurisdictional authority of, say a School Board, it is recognized that such a community education officer seeks to encourage constructive positive learning to take place in all sorts of settings without necessarily being under the control or financial sponsorship of a particular public authority and its agents.

As on this date (February, 1978) it is no doubt too early in the process to say that many citizens share the same conception as Staples as conveyed in Principle 4a, however viewpoints of certain central figures as to their aspirations convey similar expectations to those of Staples.

For example, the view that the community school is "an integral part of a total community education system" is enunciated by Don Campbell, the school's first appointed principal and program co-ordinator. In his concluding paragraph on the goals of the Dawe Centre, Campbell states:

> Thus, the G. H. Dawe Community Centre must see itself as but one facility in a person's education certainly hand in hand with business, church, home and civic institutions it will have a greater opportunity to contribute to what we in Canada seek for all citizens, namely 'the good life'. (Campbell, 1976)

The Dawe Centre encourages agencies to contribute to a total education by providing a facility in which

> . . . the formal education needs of some of the student population of the area will be met; people of all ages may study and learn; community recreation activities including all aspect of recreation, be it cultural, social or athletic, will be programmed; social and possibly health services, and a district library centre will be provided. (Proposed Objectives, 1977)

Formal education programs (schooling) are being offered through regular school programs, presently grades one to seven. Although no "further education" (adult education) courses are being offered, the Management Board plan that these will be initiated as needs dictate. (Meeting, January 26, 1978) Recreation programs are being offered in an unstructured manner at three levels: for elementary school-aged persons, for junior high school-aged persons, and jointly for high school-aged persons and adults.

As of February, 1978 no social service agency or health care services are housed in the Dawe Centre, but it has been suggested that these services, as well as day care service, should be given future consideration.

A "district" library centre has been established in conjunction with the school library and housed in the Dawe Centre. Although this district, neighborhood and school service is a "fait accompli" it has not been achieved without some reservations on the part of certain key influential people.

For example, Mr. MacDonald Coleman, head librarian for the Red Deer Library Board, has expressed the opinion that the library would be more successful in the shopping mall because the mall is more of

a focal point of people's activities. His skepticism apparently goes beyond the question of location of a combined school and public library to the questioning of the wisdom of combining two different kinds of libraries as he perceives them. (Coleman, 1978: Interview)

To summarize the writer's impression of the evidence in North Red Deer to support Staples' Principle 4a, it can be said that there is documentary evidence that the central figures accept "Community Education" as much broader than those functions, roles, processes and programs which are usually regarded as the functions, roles, processes and programs accepted, initiated and/or performed by the average school in Alberta. (Sullivan, 1976:iv)

With reference to Principle 4b, it is again perhaps too early in the history of the development of the Dawe Centre to assess its influence on the community development process in the geographical area to be serviced by the Dawe Centre. Moreover, Staples does not define "educational methods" but assumes apparently that readers share the same generic meanings of the words "educational methods". Even though this concept is so widely used in both lay and professional discussions, since it is so pivotal in Staples' position, it would have been very useful if he had elaborated on his definition of "educational methods".

However, this writer will accept ffom the context of Staples' various writings that he sees a change agent's role as structuring a situation where learning has a better possibility of occurring than if merely left to chance. Basically he sees learning fostered through

problem-solving processes which are very similar, if not the same, whether it is being encouraged in a "schooling" environment or in a social service, recreational or community development environment. Staples does not claim that all social and environmental problems will be, or can be, solved or even partially ameliorated, for many problems appear to evade solutions even with the combined insights, political actions and finances of teams of well supported social scientists, political decision-makers, municipal administrators and citizen volunteers.

Staples' Principle 4b seems to infer nevertheless that many less-than-acute social and environmental problems could be adequately solved by the application of educational problem-solving methods in other than school settings. Therefore the entire project, the range of stated goals, the general themes of the meetings to date, all appear to concur in Staples' Principle 4b. The planning is proceeding on the assumption that educational methodology will be applied to foster problem-solving and learning in a wide diversity of settings.

Principle No. 5

Stress is placed on encouraging community self-help, volunteerism, community initiative and self-renewal through the process of community education.

While there are few actual written references to the concepts of "self-help, volunteerism, community initiative, or self-renewal" in the documents concerning the planning of the Dawe Centre, it has been inferred throughout the planning process that these four

mutually-complementary concepts were, in fact, influential in defining the broad concept of the purposes to be filled by the Dawe Centre and, in fact, influenced the range of citizen involvement during the conceptualizing and developmental stages. While the initiative did come from the elected representatives and their appointees in keeping with traditional approaches, the self-help concept was practised when citizens' suggestions were solicited on a house-to-house basis as to future program ideas which should be accommodated in the Dawe Centre design (Appendix B). As pointed out earlier, the tremendous faith in the capacity of the average citizen to think creatively and responsibly is testified to when the Interim Advisory Council was recruited on a mathematical chance basis rather than on some form of selective recruitment based on meeting stated criteria relative to talent, experience, etc. This latter procedure seems to illustrate an unusual faith in the capacities of the average citizen. While again it is perhaps too early in the process to say that this faith has been validated, the fact remains that discussions at the level of the Management Board indicate that greater powers may be allocated to the Interim Advisory Council. (Management Board Minutes, February 24, 1978)

The 1977 outline of Proposed Objectives includes the statement "Adult involvement and support will be fostered and encouraged" on the stated assumption "volunteers will emerge". (Proposed Objectives, 1977) The first appointed principal and program co-ordinator, Don Campbell, states this principle even more emphatically when he says: "Every individual must give of their talents and time." (Campbell, 1977)

Moreover, Campbell's approach and skill at fostering volunteerism suggests that he believes fervently in democracy and democratic citizenship. For example, not only is he a strong advocate of the potential involement of parent volunteers, he actually encourages the process by personally visiting every family with children in the school. In recruiting volunteers for various committees he almost invariably uses the mathematical chance factor of going down a list of names and picking every fifth or tenth person, etc. Utilizing this method of recruitment he currently has close to forty mothers who voluntarily serve lunches. In the past year at Central School, he has recruited a voluntary Parent's Advisory Council to contribute to curriculum planning and at the time of writing, has indicated he plans to recruit a similar board for the guidance of the schooling aspect of the total community education process of the Dawe Community Centre. The most influential writers, Minzey and Le Tarte, have stated:

> The very essence of Community Education is a belief that the school is most effective when it involves the people it is attempting to serve in designing the program and opportunities that the educational system is going to provide. (Minzey and Le Tarte, 1972:6)

Literature on the areas of "community school" and "community education" indicate a continuum from a level of occasional use of schools on a rental basis all the way through to what is conceived of as an advanced concept when citizens are actively involved in the curriculum planning process; thus it appears that the Management Board and its hired officers have in mind the implementation of the attributes

of the most advanced conceptual model of "Community Education". In addition to the programming of Family Nights as an expression of citizen involvement, certianly it appears that when the Management Board seeks so early in the process to involve citizens in curriculum planning, it suggests that the central leaders are not going to be satisfied with mere token expressions of "community self-help, volunteerism and community self-renewal."

Principle No. 6

An important aspect is the development of opportunities and training so local lay and professional people can assume community leadership roles.

The need to develop leadership among local lay and professional people was expressed very early in the implementation process in a letter from Alderman Ethel Taylor who also served as the chairperson of the original Co-ordinating Committee to Don Campbell, the Centre's Principal. The letter was written in reference to the four public meetings held March, 1973 in each of the four areas of North Red Deer. An excerpt reads:

> It is sad that no one with leadership development skills was able to work intensively with the representatives who eventually evolved from each area, as there is some very good undeveloped leadership still there. (Taylor, March 1973: letter)

Mrs. Taylor has also expressed concern that the valuable skills of volunteers presently being utilized at Family Night may be lost due to lack of opportunities for leadership training.

The Steering Committee mentions leadership training as a possible area of concern for the Council of Community Service in a set

of Proposed Objectives for the Dawe Centre, August, 1975 but this body has not been set up as at the end of February, 1978.

The foregoing is acknowledged as limited evidence that the central figures in the initiating process have expressed concern for the development of laymen leaders. As on this date (February, 1978) there has been no other evidence of systematically designed and developed training courses for lay leaders. Nor has there been any organized courses or even single exploratory sessions which brought together groups of teachers and/or social workers and/or adult educations and/or recreation practitioners etc. It is possible that it is conceived to be too early in the process to design particular courses. However, it seems from the writer's perspective that at least some exploratory meetings conducted on an interagency basis should be conducted to minimize problems associated with implementing the community education concept.

It seems clear as on this date that Staples' Principle No. 6 has not been implmented on any scale. However, if one extrapolates from the minutes and briefs, it would appear that leadership development is inherent in the whole design and has not been expressed in precise plans or actions yet. Perhaps in approximately the year 1982 this principle should be first evaluated as a significant feature, or not, of the Dawe Centre concept.

Despite the limited evidence to date located by the writer it does not mean that Staples' Principle No. 6 is not worthy of acceptance as a significant characteristic of community education. In fact,

it appears advisable in terms of the urgent needs of the modern urban or rural neighborhood that to fulfill the community development component of the community education process that the initiative to develop indigenous neighborhood leaders should be taken by the community education council or through its employed officers. This appears important if the traditional school and its resources are to go beyond the objectives of "schooling" into the area of "community development."

Principle No. 7

There is an offering of supplementary and alternative educational opportunities for community members, regardless of age, to extend their skills and interest and to bring about community improvements. Education is viewed as a lifelong process. All forms of education are considered potentially useful in this regard, including the use of technology and the mass media.

From the initial stages the Dawe Centre was a medium for alternate educational experience by offering the public the opportunity to become involved in the planning process. The media were used to inform and educate the community at large as the plan evolved. A community video presentation was made and slides of the proposed plan of the Centre were used at the public meeting.

In addition to having provided the opportunity for learning through participation in the planning process of the Dawe Centre, the Steering Committee (and subsequently the Management Board) have enunciated as the Dawe Centre purposes the following: (The Dawe Centre shall serve as) . . . "a district centre where people of all ages may

study and solve district problems." (A Proposal for the Operation, April, 1977)

This statement is most pertinent in that it highlights the concept of the Red Deer development as playing a significant role in solving neighborhood and district problems through citizen action.

Perhaps the best evidence is the design features that have been built into the Dawe Centre to emphasize education as a lifelong process and to recognize the use of technology and mass media to facilitate all forms of education. Several major improvements found in the Dawe Centre illustrate this built-in concern. These being: an expanded library to serve as an integrated public and school library; an arts and crafts room (for which the Department of Education grants no support); a larger-than-nomrla gymnasium with extra ceiling height; a common room combining ancillary-rooms, stage and extra space; home economics and industrial arts laboratories designed for public as well as school use; and a great deal of extra storage.

Again Staples' model might be criticized for including too many ideas within one principle. This does not mean that the ideas included do not merit separate treatment as a principle. In this case there is a possibility that three separate principles may be enunciated or certain ones may be merged with certain other principles already articulated by Staples. The theory building principle which emphasizes "parsimony" suggests that reducing each principle to a single sentence composed of carefully chosen words conveying mutually-exclusive concepts perhaps would serve to develop clearer understanding about what

is meant by "Community Education". This does not mean that the principles as defined by Staples have not served a useful function in encouraging the social process of concept clarification.

Staples' Concluding Statement

Staples does not define his concluding statement as a principle but it is opined that, despite the ideals represented in the statement, it could be operationalized and evaluated in terms of empirical behavior and data.

Staples' concluding statement reads as follows: "An important underlying goal in the above considerations is the fostering of a sense of community. It is assumed important that people who live or work in a community know and care about each other." It seems to follow logically that where citizens become involved in problem-solving they develop a sense of community. This may be especially true if a community development enabler or community education facilitator were involved and the project undertaken were a success. History supports this time and time again.

The writer believes that Staples' emphasis on the process of "fostering a sense of community" by calling it "an important underlying goal" is correct. In fact, a strong case could be made for categorizing it as Principle No. 1. Again it seems possible to articulate policies, methods, techniques and strategies to bring about a greater sense of caring and community which could be evaluated on behavioral and even in quantifiable terms.

The Management Board proposes to implement programs which will

"provide an opportunity for greater citizen involvement" and "a climate conducive to community development and creation of a sense of community" (Proposed Objectives, 1977). These ends are to be met through a pilot project which would provide an open house on various evenings at which times a diversity of opportunities would be available. It is stated that open house Family Nights are worthy of promotion, because "They should lead to strong feelings of loyalty and enhance the sense of community", thus "social change may result and community problems may be identified and resolved." (Proposed Objectives, 1977)

AN ANALYSIS OF THE G. H. DAWE COMMUNITY CENTRE IN TERMS OF THE HAYDEN ROBERTS' MODE OF THE COMMUNITY DEVELOPMENT PROCESS

In keeping with the second main purpose of this thesis, an analysis in terms of the Roberts' model will be made. It must be acknowledged that the Roberts' model is basically a problem-soving model which emphasizes the learning component of the Dawe Centre, rather than being the expression of a single one-cycle process, is really a repetition of the problem-solving process many times over. For example, the process of planning and conducting a survey might be demarcated as a single cycle with many learning components just as arriving at the gymnasium specifications might also be defined as a single cycle process paralleling Roberts' model. However, the analysis here recognizes that the arrival at the physical plans of the Dawe Centre is only one stage of an on-going community development process.

The planning process of the G. H. Dawe Community Centre indicates that it paralleled to a large extent the community development model as outlined by Roberts.

The next phase of the analysis will seek to illustrate the six phases of the Roberts' model. The series of side headings are the same as used in pages 7 to 11 inclusive to outline the Roberts' model. They will now be used as a framework to analyze the Dawe Centre.

1. A Situation of Interactive Forces: First Phase

The first phase of the development process, as it occurred in North Red Deer, was the recognition of the need for additional school and recreational facilities as a result of predicted population increases. This perceived need for additional facilities brought planning officials together in July, 1972. (Meeting, July, 1972)

Since historically the various tax-supported agencies have been charged with anticipating future needs and making plans to meet these needs, the fact that the meeting was called and various representatives attended it, demonstrates that there was sufficient date to justify all coming to the meeting. Thus one could state that a sufficient number of interactive forces brought representatives of the various agencies to the conclusion that something should be done to meet future needs that trend lines suggested would become increasingly apparent as the months passed.

2. Learning at the Personal Level: Second Phase

In this second phase, learning by the individual representative of agencies was not merely the learning of factual data such as popu-

lation trend lines, but rather each representative learned things about themselves, about the dominant characteristics of the new planning committee and about the liberties one might take, or compromises one must make in order that a collectively-derived plan might evolve. The committee could perhaps be best described as a "collection of people" until it had learned to both consciously and unconsciously "give and take" in order to be an effective unit. Individual expressions of what should be desirable features tended to become legitimized as "public needs" as consensus evolved.

The sharing process over time resulted in the representatives moving from merely being a collection of individuals with notions of what was needed in different stages of explicitness to a community of leaders with a sense of mission and shared and explicitly stated specifications as to the form the Dawe Centre should take.

Perhaps the foregoing tends to idealize a process in view of the fact that, in the initial stages, the planning committee was composed of full time employees in career fields of professional status with many years invested in their respective professions. In view of this one might expect a fairly high degree of co-operative behavior without necessarily any real shared sense of mission and collective identity. However, in retrospect, it would appear that these central figures mutually inspired each other to conceptualize ways and means that resources, both human and material, could be orchestrated for human, cultural and community development. The affective relationships appear to affirm that the co-operative processes which emerge were more than merely conformity to a job analysis outline or an insti-

tutional policy.

3. Formulating Objectives: Third Phase

On October 19, 1972, a public meeting was held in North Red Deer. At this meeting the general public of North Red Deer was officially informed of the perceived needs as defined by their hired planning officers representing education, recreation and municipal land use planning. The factual data presented, the credibility of the officials, and the techniques of involving citizens meaningfully resulted in those present accepting the problem presented as their problem. (Minutes, October 19, 1972)

Out of the general meeting came the suggestion for the establishment of a Co-ordinating Council primarily made up of citizens with an elected Alderman, Ethel Taylor, as Chairperson. This Co-ordinating Committee was established and authorized by those in attendance at this well publicized public meeting with the support of official representatives of the City Council and the Public and Separate School Boards. In terms of Roberts' definition, the declaration of objectives would make a distinct phase in the evolution of a sense of community by those in attendance, however it is questionable whether other citizens of the district of North Red Deer in fact experienced any significant feeling of community identity within the district merely as a result of the publicity releases of the enunciated objectives.

It appears to be a norm in Western societies that the very act of attendance of some citizens at an adequately publicized general public meeting gives legitimacy for any openly-elected representa-

tive sub-group to act on behalf of the general public.

The central figures in the planning process were not satisfied with this token legitimacy. The geographical community of North Red Deer was further encouraged to become involved at neighborhood public meetings held in each of the four neighborhoods in North Red Deer (March 14, 15, 16 and 22, 1973).

Out of these meetings a larger North Red Deer Co-ordinating Committee evolved with the stated objective: ". . . to further more immediate attainment of the unified wishes of the total North Hill area. . ." (Minutes, March 14, 1973). Representatives from this North Red Deer Co-ordinating Committee represented the community input on the Steering Committee established by a motion of City Council in December, 1973. The Steering Committee consisted mainly of the original planners who came together in July, 1972, these being representative of the City, Public and Separate School Boards, as well as one member of the North Red Deer Co-ordinating Committee. (Appendix G, Newsrelease No. 2). Subsequently it was through the work of the Steering Committee that the objectives for the facility evolved until the establishment of a Management Board.

It would appear that at certain stages citizen participation was sought and welcomed yet at later stages the tendency was to "get on with the job" even without token representation of the North Red Deer Co-ordinating Committee. For example, not even the one citizen representative of the Co-ordinating Committee originally appointed by City Council to the Steering Committee attended the Steering Committee

meeting which approved the overall comprehensive design. (Meeting, October 19, 1973)

Certainly the objectives for the facility were defined in keeping with Roberts' model. However, despite earlier expressions of concern for citizenship involvement at all stages of the development, there was a strong tendency for the civil servants to do most of the conceptualizing. This does not negate Roberts' model for he did not explicitly state large scale participation in the statment of objectives of a project. He merely indicated that the arrival of consensus as to the objectives of a project marked the completion of phase three of the community development process.

4. Learning Skills of Planning, Organization and Administration: Forth Phase

Discussion among and between Steering Committee members provided them with the opportunity to pool their previous experience to provide the basis for community action. It is this sharing of expertise between and among the members of the Steering Committee that is crucial to this phase of development, because it is at this stage in the process that further learning in the form of gaining skills in administration, organization and planning is necessary to realize objectives and take action.

The concept of a comprehensive design illustrates that the Steering Commitee showed a great deal of imagination and a thorough understanding of how educational and community needs are changing.

5. Action Steps: Fifth Phase

Action grew out of the objective of planning a multi-purpose com-

munity centre. The architectural firm of Stevenson-Raines et al. was chosen for the first phase of development by the Steering Committee because this firm appeared to have the best qualifications and experience to build a multi-purpose centre. Stevenson-Raines et al. attempted with relative success to involve community people in the actual design of the community-core school. This process of involving citizens in the school design (outlined in Chapter 3) was originally begun by Dr. Brian Staples, while he was writing the report Preliminary Educational Considerations and Specifications. Again it is questionable as to whether this was meaningful or only token citizen involvement.

A crucial action in the process was the signing of the Joint Use Agreement. This document legally committed the three parties to the agreement, the Public School District 104, the Catholic School District 17 and the City of Red Deer to joint construction, maintenance, ownership, operation and use of the Centre. It, in fact, legally committed these three parties to co-operative action.

The Joint Use Agreement also established a Management Board which was to be responsible for the operation of the Centre. This Management Board, although consisting of six elected officials contains no lay citizens at present (February, 1978). With the completion of the school, the Management Board assumed responsibility from the Steering Committee (April 19, 1977).

6. Evaluation: Sixth Phase

In keeping with Roberts' model as on February 28, 1978, no formal

session or series of sessions have been held by the Management Board or by a public meeting organized by the Management Board to formally evaluate the project. Rather the evaluation process has been an on-going process of reacting to feedback obtained from a variety of resources. It seems too early in the overall development to evaluate the Dawe Centre against the objectives for the Centre since the full possibilities of such a Centre must be given time to mature.

The competion of phase one, namely the public school, was more or less completed in September 1977, permitting the enrolment of public school students grades one to seven and the initiation of some evening programs. Family nights perhaps best illustrate the latter kind of program.

Although the sod has not been turned as in February, 1978 the swimming pool (planning phase two) is proceeding. A public meeting was held March 5 to discuss the proposed swimming pool. Thus on-going evaluative feedback continues to support the broad outlines of the original comprehensive model.

Summary

It should be noted that the Community Education principles as articulated by Staples appear to presume that the major facility of a neighborhood has already been built and that most of the residences have been occupied. This presumed bias perhaps stems from the apparent fact that the argument for the institution of community education programs has been mostly initiated in older neighborhoods in North America.

However it appears to be easier to find evidence to support the Brian Staples' conceptual framework than the model of Hayden Roberts. Perhaps if the total process were divided into many sub-problems, then the elements of the Roberts' model are clearer. The value of the Roberts' model is to remind the reader of the many new learnings involved in the community development process and that it is really a multi-cyclic process rather than a single-cycle process.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Chapters III and IV have described and analyzed the developmental processes in the implementation of the G. H. Dawe Community Centre. Chapter IV specifically analyzed the developmental process, described in Chapter III, against two conceptual frameworks, namely the "Community Development Process" and "Key Elements of the Community Education Process". Thus these two chapters have accomplished the purpose of the study as outlined in Chapter I.

This chapter will discuss the significance of this case study, again as outlined in Chapter I. Then recommendations will be made specifically with regard to the Dawe Centre and generally with regard to future research in the fields of community development and community education.

Theoretical Principles Underlying Community Development and Community Education

Citizen participation in needs identification and decision-making are central to the concepts of community development and community education.

Community involvement and shared decision-making are the facets of community education and community development which are concerned with the development of the community and the self-growth of the individuals within it. The self-growth of the individual is facilitated when the individual or citizen participates in decisions affecting him.

The essence of the citizen participation which occurs is the change in attitude towards self, towards others, and to the concept of people working together in articulating problems, identifying alternatives, making decisions and activating and evaluating their decisions.

The philosophies encompassed by citizen participation are being adapted to different extents, in various institutions such as government and voluntary organizations, as well as schools, as an antidote for the feelings of alienation many feel in today's societal milieu. The need for citizen participation was expressed by George Thomas in his welcoming address to the British National Conference on Social Welfare in London, 1970:

> Citizen participation, the slogan of the seventies, is an expression of voluntary involvement. It is the core of democracy, necessary in all fields, at local and national levels, in planning and physical environment, in social and economic progress and in the education of our children. (Thomas, 1970:5)

The growing interest in the need to activate people or to help them activate themselves to greater public participation in the problem-solving has expressed itself in such terms as community organization, community education, continuing education, community development, community action or social action.

Writers in these various fields of planned social change see the learning which occurs through active particiption in decision-making as being part of the developmental process. For example, Per Stensland, in his article "The Educational Core of Development", states the following: "Education processes are put to work not only in the service of development, but as part of the development process itself." (Stensland,

1976: 79)

Freeman Compton, in Community Development Theory and Practice, in describing community development, states:

> It is a learning process, geared not to the acquisition of knowledge, but to a change in behavior. It is learning by doing, not so much for the doing as for the experience gained by doing.

He goes on to say:

> It is a problem-solving process, designed to make people aware of their problems and to stimulate them to do something about their situation, to plan and choose between alternative solutions, to take action, including drawing on government and other resources, to evaluate the experience and to apply any learning to new problem-solving. (Compton, 1971: 388-389)

Other prominent writers such as Murray Ross in Community Organization: Theory and Principles, emphasize the educational component of development. Ross states:

> Development of a specific project (such as an industry or school) is less important than development of the capacity of a people to establish that project. (Ross, 1955: 15)

This concern for the development of people in the learning process rather than the resulting product is also expressed by Coolie Verner in "Community Action and Learning: A Concept Analysis"

> Since community development is principally concerned with learning, the operation of the educational process is of greater concern than the community action which results from it. (Verner, 1971: 425).

The dynamic learning process implicit in community development and community education demands that the philosophies and implementation of these principles undergo modification as time, situation and people change. Therefore the philosophies or theoretical principles underlying community development and community education are evolving as new ideas

are tested and new learning occurs.

The Development of Collaborative Relationships

The G. H. Dawe Centre reflects a philosophy of community development/community education unique to Red Deer, in that it was designed to accommodate changes and modification which occurred, by incorporating input from several jurisdictions - civic, school and community, over the entire length of the developmental process.

The implementation of the G. H. Dawe Community Centre illustrates co-operative planning by separate administrative units with conceptually kindred but administratively separate functional responsibilities.

The G. H. Dawe Community Centre may be a landmark in Alberta in terms of the following features:

1. The project was jointly planned and financed under both civic and school jurisdiction with some financial support of the Department of Recreation, Parks and Wildlife of the Alberta government;
2. The building was designed to the joint specifications of the school and community to incorporate comprehensive community education facilities;
3. The facilities are operated administratively as a unit;
4. The management of the Centre is delegated to a Management Board consisting of six elected representatives, two from each of the two school boards and civic government.

Concept Clarification

In the early part of this thesis under the heading "Significance of the Study" the writer stated that "there appears to be an urgent need for concept clarification within the fields of formal education, continuing education, further education, recreation, preventive social service, community development and community education."

The leadership group in Red Deer who initiated and implemented the design and planning processes did not appear to be inhibited or restricted by traditional terminology or the historical functional bundaries of civic, educational and social service jurisdictions. Fundamentally each individual, with the apparent support of the agencies they represented, seemed to be motivated by the idea of collaboration in the economic use of resources for human, cultural and community development. They seemed to move beyond the meaning of the world "co-operation" to the behavior implied by Rix G. Rogers, a senior officer of the Canadian Y.M.C.A., in the way he uses the word 'collaboration'. In an article entitled "The Changing Nature of the Public and Private Serving Agencies", Rogers states:

> I am not using the term collaboration as a synonym to co-operation. Rather I mean a process whereby each partner will give up something of his identity or resources, in order that some larger and more effective response can be mobilized. Collaboration means looking at a problem together and then changing together to better meet the problem. (Rogers, 1970:13)

The spirit of openness, trust an innovativeness seemed to pervade the collaborative relations. Indeed there appeared to be in the Rogerian spirit of collaboration and openness, trust and willingness to "change together to better meet problems." This meant "learning to-

gether" which is perhaps the central idea of the Hayden Roberts' problem-solving model. Thus it seems clear that the Dawe Centre leadership group were not bound by traditional terminology or by historically entrenched jurisdictional boundaries.

No doubt in the conceptualizing stages there were many semantic problems as the central nucleus of leaders and invited citizen participants endeavoured to communicate innovative ideas. No doubt also in the problem-solving process their minds ran ahead of the ideas associated with the physical design of the buildings and landscape to questions of policies, programs, job descriptions and areas of jurisdiction that would call for a precise vocabulary to be used in policy statements, job descriptions and funding guidelines.

In the following recommendations section a suggestion is made for further study relative to concept clarification.

RECOMMENDATIONS

Recommendations for Community Developers/Community Educators Involved in Similar Projects

The foregoing analysis of the "Key Elements of Community Education" and the "Community Development Process" (Chapter IV) demonstrates that the Dawe Centre conceptualizers have attempted to incorporate some of the principles of community education and community development into the philosophies of the Dawe Centre in terms of guidelines to follow. The crucial element is putting these philosophies into practice.

Dr. Frank J. Manley, Executive Director of Mott Foundations Projects, Flint, Michigan, U.S.A., enunciates four action words to over-

come the barriers standing in the way of community unity and development. Dr. Manley feels that the schools, by getting people "In, Involved, Interested and Informed" can "take the lead in preparing people for united effort towards community development and the solution of social problems." (Myers and Totten, 1966: 136)

To effectively implement these action words a great deal of consideration must be given to involving lay citizens. A series of leadership development courses would likely prove most beneficial in the long-term.

More emphasis should also be placed on volunteerism and self-help in terms of programming. Once people become involved in activities of their choice which meet their basic needs they tend to expand their interests to a wider scope of activities. There is then a good chance that they will become informed and broaden their perspective towards the goals of community development.

The writer therefore recommends that these four action words "In, Involved, Interested and Informed" are kept in mind in implementing any community development or community education projects.

Recommendations for Further Study

The following are recommended studies which grow out of this thesis:

1. In view of the fact that this study was restricted to the period September, 1977 to February, 1978, a follow-up study in perhaps five year's time is recommended. This follow-up study could concern itself with perceptions of citizens and representatives of district

agencies on how successful they feel the Dawe Centre has been; or it could take the form of evaluating the Dawe Centre development against the original stated objectives of the Management Board.

2. A major study on concept clarification is recommended. This suggestion is advanced to encourage collaboration among the human service institutions of our Alberta society and perhaps new forms of institutional mergers may develop. If common components of objectives could be identified with clarity it is perhaps possible over time to provided the rationale for clustering certain services and functions together in order to maximize use of resources and to be more productive of the end goals sought.

It is assumed that words that are used in policy statements in the various human service agencies should wherever possible be grounded in rigorous logic and research. A good concept should meet the criteria of a precise research project even though it is usually used in policy statements, funding criteria and outlines of job descriptions etc.

Among the central concepts would be: learning, socialization, education, schooling, social development, character development, citizenship development, moral education, early childhood education, early childhood services, basic education, further education, continuing education, adult education, community education, community development, community organization (as used in social work), organizational development, cultural development, sports development, leisure, recreation, synergy, social work, social welfare, preventive social services, the health field concept, etc.

3. A library study to complement and supplement Staples' principles of Community Education is recommended.

The interlocking fields of Community Education and Community Development appear to require a series of clearly enunciated principles which are expressed in single-sentence form. These principles hopefully would provide the central aggregate of philosophical, psychological and sociological guidelines for professional practice, intervention strategies, educational methodologies and policy statements.

4. A study to identify in quantitative terms differences among neighbourhoods in how they vary on dimensions which purport to measure the nebulous psycho-social concept called "a sense of community". If some forms of recordable social indicators of "a sense of community" could be defined, then the community education-community development processes could be focused and assumably enhanced.

5. To complement the health field concept as enunciated by the Honorable Marc Lalonde in the publication entitled A New Perspective on the Health of Canadians: A Working Document, a social action research project funded under the aegis of Recreation Canada should be negotiated and implemented. The federal government has gone on record that sports can and should make a contribution to special development in Canadian communities. Moreover it has encouraged innovations in the way sports delivery systems should be organized in order to maximize participation in health-enhancing sports.

Therefore it is recommended that the best ideas of the sports

club movement of Europe and Australia be identified and wedded to the community education concept in a project subject to continuous social action research in the Dawe Centre or, preferably, all the schools in Red Deer. One of the major questions to be asked would be: Is it possible to involve, and retain in involvement, a vastly increased percentage of young people and adults in health-enhancing active sports that are sponsored by sports clubs which are federated with community councils in all schools than has been accomplished by traditional sports delivery systems. In other words, is it possible to reduce the barriers or even eliminate those which exist between school-sponsored sport and community-sponsored amateur sport?

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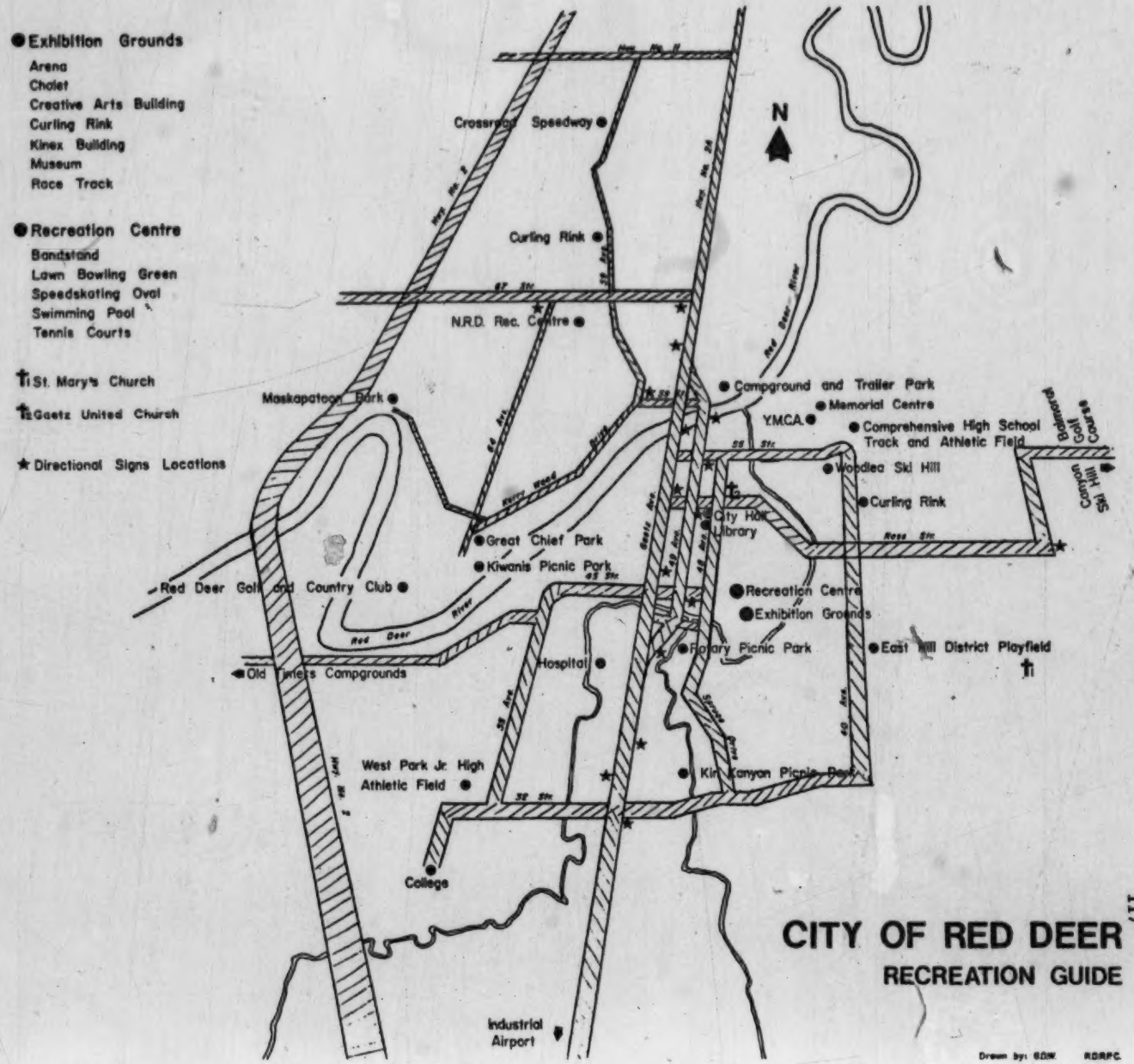
APPENDICES

Appendix A

Map of Red Deer


Exhibition Grounds
Arena
Chalet
Creative Arts Building
Curling Rink
Kinex Building
Museum
Race Track
Recreation Centre
Bandstand
Lawn Bowling Green
Speedskating Oval
Swimming Pool
Tennis Courts
St. Mary's Church
Gaetz United Church
Directional Signs Locations
N
Crossroads Speedway
Curling Rink
N.R.D. Rec. Centre
Maskapatoon Park
Campground and Trailer Park
Memorial Centre
Y.M.C.A.
Comprehensive High School
Track and Athletic Field
Bowood Golf Course
Woodlea Ski Hill
Canyon Ski Hill
Curling Rink
City Hall
Library
Great Chief Park
Kiwanis Picnic Park
Red Deer Golf and Country Club
Recreation Centre
Exhibition Grounds
Rotary Picnic Park
East Hill District Playfield
Hospital
Old Timers Campgrounds
West Park Jr. High
Athletic Field
Kin Kanyon Picnic Park
College
Industrial
Airport
Red Deer River
CITY OF RED DEER
RECREATION GUIDE
Drawn by: GDW RDRPC

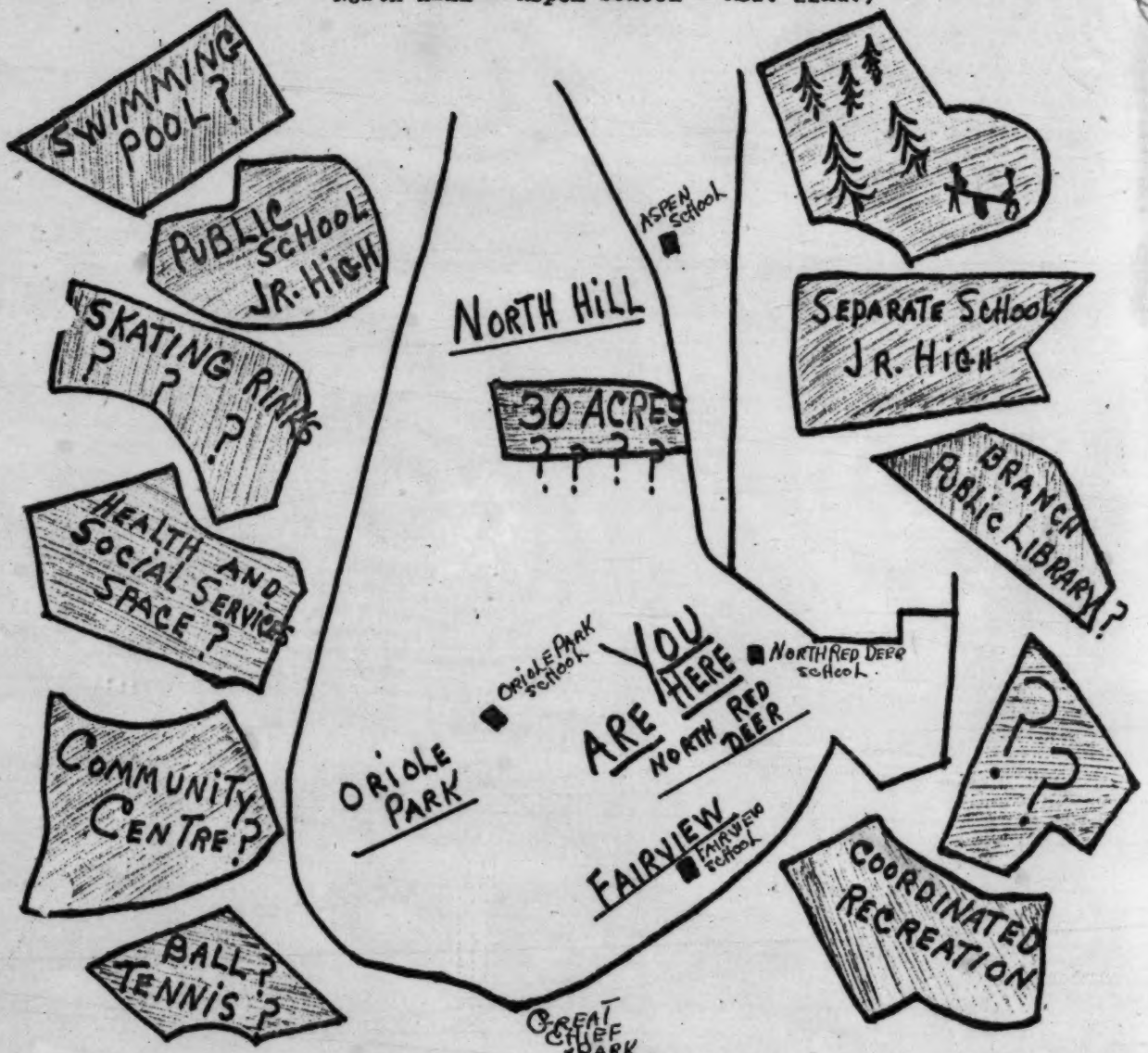
Appendix B

Handout Distributed in North Red Deer

COMMUNITY PLANNING IN NORTH RED DEER

YOU CAN HELP PUT THE PLANNING JIGSAW TOGETHER.
WHAT FACILITIES DO YOU WANT TO SEE IN NORTH RED DEER?
A SWIMMING POOL? COMMUNITY CENTRE? NOTHING?

Why not come out to the North Red Deer school meeting from 7:30 to 9:30 p.m. - Fri. Mar. 16th to talk about a coordinated plan for all North Red Deer?
(Oriole Park - Mar. 14; Fairview - Mar. 15th;
North Hill - Aspen School - Mar. 22nd.)



Appendix C

North Red Deer

Educational Complex Agreement

THIS AGREEMENT entered into in triplicate this 4th day of May A.D. 1976

BETWEEN: 121

THE CITY OF RED DEER
(hereinafter called "the City")

OF THE FIRST PART

- and -

RED DEER PUBLIC SCHOOL DISTRICT NO. 104
(hereinafter called "District 104")

OF THE SECOND PART

- and -

RED DEER ROMAN CATHOLIC SEPARATE
SCHOOL DISTRICT NO.17
(hereinafter called "District 17")

OF THE THIRD PART

NORTH RED DEER COMMUNITY EDUCATIONAL COMPLEX AGREEMENT

WHEREAS each of the parties hereto are bodies corporate pursuant to Statutes of the Province of Alberta, 1970, and amendments thereto, and are empowered thereunder to enter into this agreement for the joint construction, maintenance, ownership, operation and use of a public work or building;

AND WHEREAS pursuant to agreement in writing dated the 28th day of January 1976 between the parties hereto, the City agreed to sell to District 104 and to District 17 a portion of 32.5 acres of City land situate South of 67th Street and between 59th Avenue and 64th Avenue in the City of Red Deer and more particularly described in the said agreement;

AND WHEREAS District 104 has approval to proceed with the construction of a "8 x 8 core" school on the portion of the said lands it is purchasing from the City pursuant to the said agreement;

AND WHEREAS District 17 may desire to build a school on the portion of the said lands it is purchasing from the City pursuant to the said agreement;

AND WHEREAS the City agrees to construct a major community recreational facility upon that portion of the said lands retained by it, including a swimming pool and covered rink, together with facilities for cultural and recreational activities and is prepared to advance funds towards the cost of the facilities constructed by District 104 and District 17 so that certain portions thereof (hereinafter called "common use areas") of their facility can be enlarged and made more suitable and accessible for the joint use, operation and enjoyment of the parties hereto and the citizens of the City, in general accordance with a conceptual plan for the development of the joint facility approved by the parties hereto and now shown and marked as Exhibit A to this agreement;

AND WHEREAS the parties agree with the concept of the construction and operation of a joint facility to provide an opportunity for people of all ages in the community to study, learn, participate in recreational and cultural activities and broaden the development of community life and services, and that such facility will be operated on a long-term basis as if it were under one management.

NOW THEREFORE WITNESSETH that in consideration of the mutual covenants and conditions herein contained and in consideration of the City selling a portion of the said lands to each of the said Districts, the parties hereto covenant and agree together as follows:

1. District 104 covenants and agrees to construct a school facility upon the lands purchased by it from the City in general accordance with Exhibit A, and to provide the common use areas designated therein and the rights of access to and egress therefrom.

2. The City covenants and agrees to pay to District 104 up to the sum of $400,000.00 to assist in the construction of its said school facility, upon approval of plans and financing by all approving authorities.

3. District 17 covenants and agrees that any school facility constructed by it upon the lands purchased by it from the City shall be in general accordance with Exhibit A unless otherwise agreed to by the City and District 104, and to provide the common use areas designated therein and the rights of access to and egress therefrom.

4. The City covenants and agrees that any recreational facility constructed by it upon its lands shall be in general accordance with Exhibit A and that it

shall provide the common use areas therein designated and the rights of access to and egress therefrom.

5. The City covenants and agrees that so soon as District 17 has obtained approval of plans and financing by all approving authorities for the construction of a school upon the lands it is acquiring from the City, that the City shall pay to District 17 a sum of money sufficient to cover the cost of enlarging and constructing the said school to provide such common areas as the City, District 104 and District 17 deem necessary.

6. The parties hereto agree to form a joint committee (hereinafter called "the committee") consisting of two (2) elected representatives appointed by each party, each of whom shall have a vote.

6.1 The parties shall, under authority provided by the School Act and the Municipal Government Act, delegate to the committee authority to disburse funds allocated by each party for the joint facility, and authority to plan, supervise, construct, maintain, control and manage the joint facility and its common use areas.

6.2 The chairman of the committee shall be elected annually from the membership thereof.

6.3 A quorum of the committee shall be 5 and unless otherwise specified herein, no resolution or vote of the committee shall be effective unless 5 members of the committee vote in favour thereof.

6.4 The committee may purchase such equipment and supplies as it deems advisable for the common use area, from the capital funds allocated by the parties hereto.

6.5 The committee shall prepare annually an operation budget for the common use areas referred to in Exhibit A, and such further common use areas as may be designated from time to time hereafter, and shall requisition the proportionate share of the cost of operating, controlling, managing, maintaining and repairing the said common use areas and any equipment acquired for such common use, from each of the parties hereto prior to the date by which such party must finalize its annual budget.

6.6 The committee shall consider annually applications from all agencies or groups desiring to use the common use areas of any other area of the facility, and shall assign, times, space and terms for its use in such manner as it deems just.

7. The Committee may appoint such committees as it deems necessary.

8.1 The Committee may, from time to time, appoint a facility co-ordinator (hereinafter called "the Co-ordinator") who shall be responsible to the committee or to an official designated by the Committee for duties as specified, including the following:

8.1.1 General supervision, operation and security of the common use areas;

8.1.2 Booking of the facilities and equipment in accordance with policies fixed by the committee from time to time;

8.1.3 Management and security of funds allocated to him or for which he is responsible;

8.1.4 Maintenance of financial and program records as may be directed by the committee from time to time;

8.1.5 Preparation and presentations of reports when required;

8.1.6 Enforcement of rules and regulations;

8.1.7 Supervision of all maintenance staff in the common use areas;

8.1.8 Such other duties as may be designated by the committee.

8.2 The co-ordinator and all maintenance staff shall be employed by the committee and shall be on the payroll of one of the parties to this agreement on the understanding that all such portion of the salary of the co=ordinator and maintenance staff that relates to services in connection with the common use areas shall be included in the operational budget fixed by the committee and allocated to each of the parties hereto.

9. The committee shall arrange to co-ordinate the acquisition of insurance coverage by each of the parties hereto against the perils of fire, explosion, theft, public liability and property damage in such amount as the committee deems sufficient.

10. Each of the parties hereto covenants and agrees to indemnify and save harmless each of the other parties to the within agreement against loss or damage to their property arising out of its negligence or default and to provide sufficient insurance coverage for the purpose.

11. Should any agency, including the parties hereto, using the common use areas disagree with programming, policy, operation or its jurisdiction in any area of the facility it may request the disagreement be resolved by the committee. Should the committee be unable to resolve any such matter, or any other matter relating to the financial operation or maintenance and operational cost-sharing to the mutual satisfaction of 5/6's of the membership thereof, the representatives of the parties shall seek instructions from the body appointing him or her, and should the matter still be incapable of resolution by not less than a 5/6's vote of the committee, then the Attorney-General of the Government of the Province of Alberta shall be requested to appoint an arbitrator to resolve the difference. The arbitrator's decision shall be final and binding upon all of the parties hereto and shall not be appealed further.

12. Until such time as District 17 constructs its proposed school and provides the common areas in general accordance with Exhibit A, its representatives on the committee shall not vote on the establishment of the annual operational budget or on the requisitioning of or disbursing of funds for the common use areas and in such event, such proceedings of the committee shall require a 3/4 vote of the members. District 17 shall not be liable to make any contribution to the operational budget or other costs of the joint facility until such time as they have constructed their building.

13. Any party to this agreement may withdraw upon 12 months' notice to the other 2 parties, and upon such terms as shall be agreed to by the other parties to this agreement. Should the parties hereto be unable to agree upon the terms of withdrawal or upon the compensation to be paid for the value of that portion of its building which was enlarged and constructed with funds provided by the other two parties, then such disagreement shall be determined by arbitration as hereinbefore provided.

14. The committee shall furnish to each of the parties hereto in each year, an audited statement of its receipts and payments for the preceding year together with such further information as any of the parties hereto may from time to time request.

IN WITNESS WHEREOF the parties hereto by their proper officers have affixed their corporate seals the day and year first above written.

THE CITY OF RED DEER

Per: _____
Mayor

_____
City Clerk

RED DEER PUBLIC SCHOOL DISTRICT NO.104

Per: _____
Chairman

_____
Secretary-Treasurer

RED DEER ROMAN CATHOLIC SEPARATE SCHOOL DISTRICT NO.17

Per: _____
Chairman

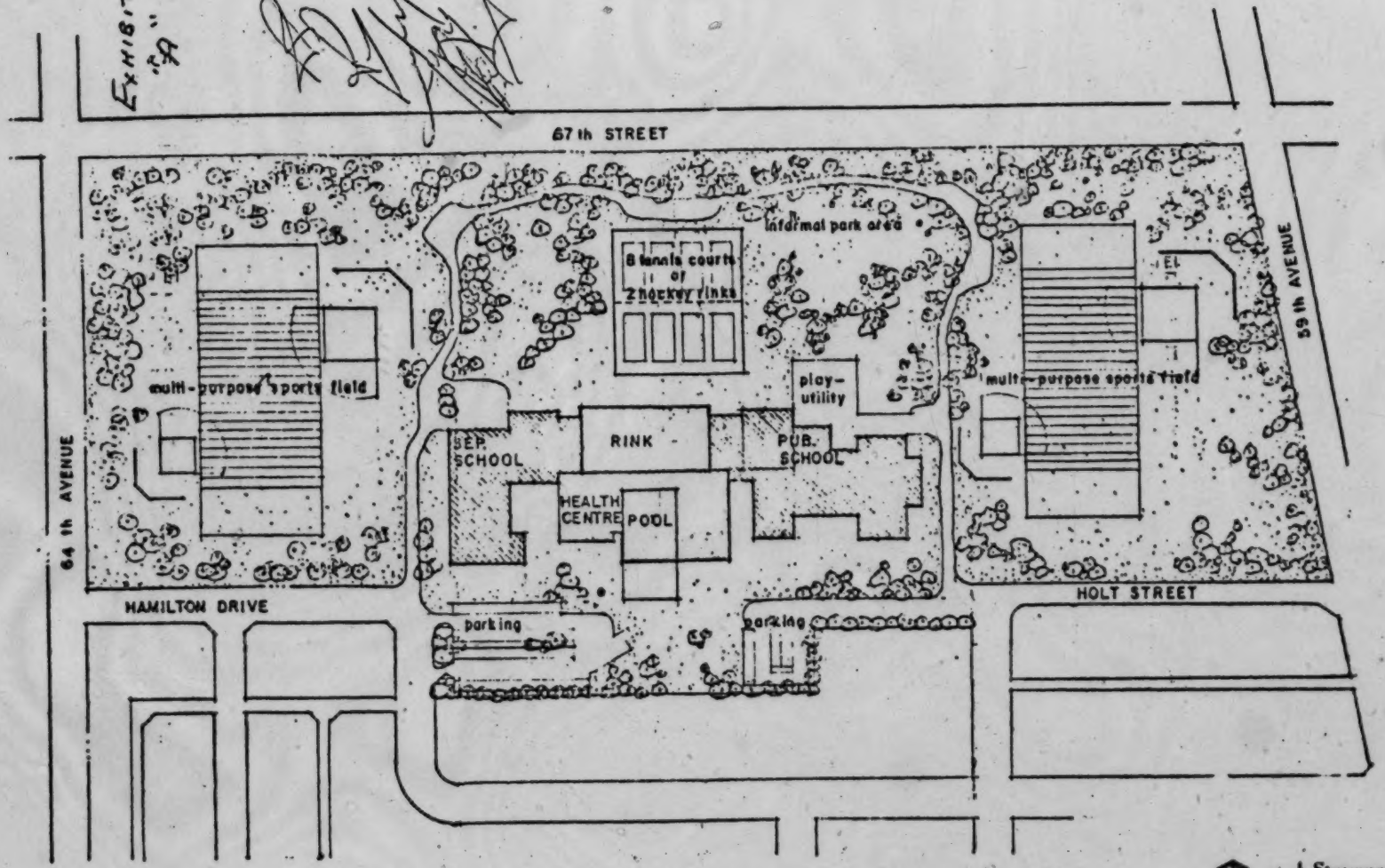
_____
Secretary-Treasurer

THE FOREGOING AGREEMENT IS HEREBY APPROVED,

DATED at the City of Edmonton, in the Province of Alberta, this 17 day of May A.D. 1976.

_____
for MINISTER OF EDUCATION

EXHIBIT "A"



SITE PLAN

0 50 100 200 300 400 500

Stevenson Raines Barrett Hutton Seton & Partners

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NORTH RED DEER RECREATION AREA

Appendix D

A Proposal for the Operation and Management of the G. H. Dawe Community Centre

A PROPOSAL FOR THE OPERATION AND MANAGEMENT OF THE G. H. DAWE COMMUNITY CENTRE

April 1977

INTRODUCTION

The Centre concept has been developed as a joint project of The City of Red Deer and the two Red Deer School authorities in consultation with representatives of Community Associations, the Red Deer Regional Planning Commission, and representatives of a number of departments of Government. The intent of this co-operative venture is to utilize community resources in order to provide a facility that will meet as many of the social/recreational/educational needs of the North Red Deer citizens as possible.

PURPOSE

The purpose of the Centre is seen to be as follows:

1. A facility where the formal education needs of some of the student population of the area will be met.

2. A district centre where people of all areas may study and learn.

3. A district centre for Community recreation activities includings all aspects of recreation be it cultural, social, athletic.

4. A district library centre.

5. A district centre for social and possibly health services.

6. A district centre of community life where citizens can study and solve district problems.

7. A base of operation for the planning and implimentation of a comprehensive and co-ordinated social service delivery system.

PROPOSED ORGANIZATION OF A NEED MEETING SYSTEM FOR ALL OF NORTH RED DEER

Assuming all concerned subscribe to the concept of a collaborative approach to meeting all of the social, educational and recreational needs we must first ascertain how this can be most effectively and efficiently accomplished.

The suggested first step would be the establishment of a Council of Community Services comprised of representatives of the various people serving agencies. The role of this Council would be to identify needs and develop or foster and encourage programs that would meet the needs.

Since the best judge of whether or not needs are being met are the recipients of the service, a Citizens Council comprised of concerned and interested people should also be established.

Dealing first with the Council of Community services, it is apparent that the success of such a group would be dependant of the sincerity and degree of committment of the respective members. It would also be dependant on the human, financial, and physical resources available to them for such things as research, planning and evaluation.

Since most of the activities could be classified under the broad definition of community education and since the public school authority has agreed to accept a leadership role, it is recommended that a portion of the time of the Principal of the G. H. Dawe School be given over to a role as Executive Director of the Council.

The citizen council's role would be primarily one of monitoring and evaluating the various programs and in determining needs. It is suggested that this group be comprised of representatives of all neighborhoods elected by the people of the respective area or as an alternative appointed by the Dawe Committee. A support role would be played by the Schools and City Recreation Administration as required.

PROPOSED OPERATION AND MANAGEMENT OF THE G. H. DAWE CENTRE

The Dawe Centre is in effect nothing more or less than a Community resource to be developed and utilized in a manner that will best serve the people of the district. The facility as a Community resource should be utilized to the full, but in accordance with a set of priorities that have yet to be established.

Since the prime contributors to the establishment of the Centre are the school authroities and The City of Red Deer, it is logical that policy decisions must be in the hands of elected officials. The Committee which has been established has been given that responsibility. The parties to the agreement have in effect relinquished a certain amount of control as a result of this move and have entrusted it to these elected officials.

Although these officials can and will develop and maintain policy, they will probably have neither the time nor inclincation to get involved in the day to day management or operation and therefore it is suggested that a management committee comprised of the three Administrators or their designates be formed and that the chairmanship of this group be rotated; the Chairman holding responsibility for supervision and control of the facility operation.

The day to day operation of the facility would be the responsibility of a Centre Co-ordinator who would deal with all matters related to the physical plant including the following:

1. Housekeeping
2. Maintenance
3. Superivision
4. Bookings
5. Budgeting and budgetary controls

He would be responsible for all subordinate staff which would include those staff necessary to manage and operate the plant. He would not be responsible for program or program supervision other than general supervision of the facility. He would require some training related to the facility, a high degree of sensitivity to the goals of the Centre and a high degree of technical competence coupled with management and relations skills.

In terms of programming there will be a number of agencies involved. This would include the following:

1. The public school system
2. The catholic school system
3. The City Recreation Department
4. Private recreation groups
5. Social service and community service organizations
6. Others

The role of each and their rights would be determined by the respective organizations who would be part of the Council of Community Services.

Final decision as to what programs should have priority would be made by the Board, but it is recommended that the Committee assume responsibility for program development by appointing a program co-ordinator who in consultation with a designated staff person from the partners in the project would be responsible to the management committee for program development.

Since a number of committees will be involved, it is further suggested that the committee of elected officials name be changed to "The Board of Trustees" to avoid confusion and that the agreement be so amended.

The following organizational chart indicates the lines of authority and/or communication.

MANAGEMENT BOARD
6 elected officials, 2 each appointed by the Public School, Separate School, City Council

CITIZENS COMMITTEE
Advisory to Board as requested, also monitors and evaluates the operation

ADMINISTRATIVE COMMITTEE
An administrator or his designate from the two school authorities and the Recreation Department

FACILITY CO-ORDINATOR
Responsible for physical plant operation, management and control

PROGRAM CO-ORDINATOR
Mr. Don Campbell, responsible for program development in consultation with program representative from Separate School and City Recreation Department

COUNCIL OF COMMUNITY SERVICES
Advisory to program co-ordinator assesses and develops program

PROPOSED COURSE OF ACTION

There are a number of steps that should be taken as soon as possible. They are not necessarily listed in order of importance.

1. A preliminary analysis of costs of operation should be done and agreement reached as to how costs are to be shared.

2. General policies related to use should be evolved.

3. The question of fees and charges should be discussed.

4. A clear description of the roles of the various invididuals and committees should be drafted.

5. An outline as to how the Citizens group and Council of Services should be organized should be drafted.

6. The plan for the outdoor development should be completed and work commenced as soon as possible.

7. A Committee should be struck to plan the first phase of the recreation component which includes a swimming pool.

DON MOORE

DM/er

Appendix E

Proposed Objectives, Policy, Guidelines and Regulations Governing Management and Operation of the G. H. Dawe Community Centre

PROPOSED OBJECTIVES, POLICY, GUIDELINES AND REGULATIONS GOVERNING MANAGEMENT AND OPERATION OF THE G. H. DAWE COMMUNITY CENTRE

Draft #1
August 29, 1977

INTRODUCTION

The purpose of this document is to provide a statement that as accurately as possible sets forth the purpose of the Centre and provides a reference for guideance of the Management Board, the project sponsors, the staff and public.

HISTORY OF THE PROJECT

The Centre was developed as a joint project of the City of Red Deer and the Public and Separate School authorities with a view to utilizing community funds to co-operatively provide a facility that would meet the educational, recreational and social needs of the North Red Deer District as effectively as possible.

It is expected that the facility will provide not only for the needs of public education and public recreation but will also serve a variety of other community groups and invidiuals in diverse ways.

It is also hoped that the facility will serve as a base of operations for a co-ordinated and collaborative approach to identifying and meeting many of the educational, recreational and social needs of the North Red Deer area.

MANAGEMENT AND ADMINISTRATION

The overall responsibility for management of the facility has been assigned to a managements board comprised of two elected officials appointed by the three co-operating agencies. The prime responsibility of the Board is to develop, maintain and evaluate policy governing operation and use. General guideance is provided for the Management Board by the terms of an agreement between the three parties.

The two basic areas of policy determination are as follows:

1. Policy governing operation and maintenance.
2. Policy related to use.

POLICY GOVERNING OPERATION AND MAINTENANCE

The overall responsibility for operation and maintenance is assigned to an executive committee comprised of both School Superintendents or their designate and the Recreation Superintendent or his designate. The Chairmanship of the Committee will rotate annually.

A Facility Co-ordinator shall be responsible to the Committee for the day to day operation and maintenance of the building. His specific duties and responsibilities are attached hereto.

In general, the Facility Co-ordonator shall be responsible to the Administrative Committee Chairman for booking and scheduling of the facility and for all aspects of the physical operation.

The Facility Co-ordinator shall hire Operators during all hours of operation to assume responsibility for general supervision and operation and maintenance of the plant. The Co-ordinator shall hire or contract the janitorial services and shall employ other part time or full time staff as may be deemed necessary.

He shall prepare operating budgets for the facility for consideration of the Administrative Committee and approval of the Management Board.

Specific policy governing operation and maintenance will evolve over time as the need arises. At this time the following areas require immediate attention:

1. Hours of operation
2. Standard of maintenance
3. Facility supervision
4. Caretaking
5. Secretarial assistance

1. Hours of Operation

It is proposed that the facility be open and available whenever practical. Regular hours of operation suggested are: Weekdays and Saturday from 8:00 AM to 11:00 PM and Sundays from 1:00 PM to 6:00 PM.

2. Standard of Maintenance

It is proposed that the Facility Co-ordinator develop a standard of maintenance for all aspects of the operation and that he consult with authorities in other centres.

3. Facility Supervision

It is proposed that the Co-ordinator be authorized to recruit full time and part time operators as required with a view to having one such person in the facility whenever it is open to the public.

It is also proposed that the Co-ordinator in consultation with the Administrative Committee prepare a list of responsibilities and duties.

4. Caretaking

Proposed that caretaking be contracted as far as possible and that the Co-ordinator prepare terms of a contract at once so tenders can be let. The terms of the contract should provide for a flat sum bid on standard daily work and a rate for additional occasional work.

5. Secretarial Assistance

It is proposed that a report be prepared by the Co-ordinator outlining his perceived need for such assistance.

POLICY RELATED TO USE

The factors are seen to be as follows:

1. Priorities
2. Rules governing use
3. Fees and charges
4. Booking procedures
5. Program development

1. Priorities

Priorities will gradually evolve, however, the following general terms of reference are proposed for the first four months of operation (until year end).

a. During normal school hours, top priority will be given to requirements of the public school system for prescribed curriculum activities and classes.

b. Applications for other school day daytime use will be dealt with on their merits with conflicts of times referred to the Board.

c. Applications for all out of school hours will be solicited by the Board and dealt with on their merit with school extra curricular activity being given high priority and activities deemed by the Board to do the most to enhance Community Education and Community Recreation goals being given high priority.

d. Priority decisions should be made on the basis of the Management Board's perception of best use of the facility in terms of overall Community benefit.

e. For general guidance the following chart might be used as a guide.

	High Priority	Medium Priority	Low Priority	Last Priority
Public Education	X			
Community Education	X			
Public Recreation	X			
Private Agency Recreation		X		
Private Groups			X	
Community Social Activity		X		
Community Development uses	X			
Commercial use				X

It is suggested that tours for groups and individuals be set up as soon as possible following which applications for use of the facility should be invited for the period of October 1st to December 31st, 1977. Groups should be re-invited to apply for accommodation during the period from January 1st to April 31st, 1978. Such applications to be invited by mid-December.

2. Rules Governing Use

a. Users will be required to leave the facility as found or a predetermined cost will be assessed and further use suspended until obligations are met.

b. Smoking will be permitted only in designated areas. Proposal to be prepared by Co-ordinator.

c. No alchoholic beverages will be permitted.

3. Fees and Charges

Although it is recognized that some revenue must be generated to partially defray operating costs, it is felt that for the most part the service is available to all and is basic in nature.

a. It is recommended that the fees and charges principles as stated by the Recreation Department be reviewed at a Board Workshop.

b. There be no charge for youth activity unless used for money making purposes.

c. There should be no charge for programs generated by the joint Program Committee if the Committee can show evidence that it will strengthen ties with the Community.

d. Further Education classes for adults should be assessed a nominal charge of 50¢ per candidate for workshops or classes involving three sessions or less and $1.00 per candidate for a series of classes of more than three and up to ten lessons. An appropriate fee should be established for opportunities where the number of sessions is greater than ten.

e. Adults meeting for the benefit of children or communtiy should not be charged.

f. Other adult or mixed groups should be charged at the rates previously proposed.

g. New groups in organizational stages should be permitted a maximum of three sessions at no cost.

h. Groups sponsoring activities that result in operating costs that exceed normal operating costs shall be required to pay for same.

i. If facility is required beyond normal operating hours a charge equivalent to additional costs incurred shall be made.

4. Booking Procedures

a. The facility shall be booked through the Co-ordinator.

b. City of Red Deer booking policy and procedure shall be adapted and revised as is found necessary.

5. Program Development

In addition to meeting needs of existing Agencies including school and recreation that there be a co-ordinated attempt to indentify and meet other community needs with a view to the following.

a. Providing life long learning opportunties for all ages.

b. Providing a diversity of Recreation opportunities for all.

c. Providing a vehicle for interagency co-operation in Community problem solving.

d. Providing a climate condusive to Community development and creation of a sense of Community.

e. Providing opportunity for greater citizen involvement.

As a preliminary step toward these ends it is proposed that a pilot project be developed and implemented by the Joint Program Committee. The project would provide an open house on Monday, Wednesday and Friday evenings at which times a diversity of opportunity would be available to all North Red Deer families. It is suggested that a Wednesday program be developed and introduced first and if successful Friday and Monday programs would follow. This would leave Tuesday and Thursday, Saturday and Sunday for all other uses.

The key to the success of this program would be citizen involvement in the planning.

PROPOSED FAMILY NIGHTS

The key to the success of the Dawe Cente will be acceptance by and involvement of the residents of the area.

The proposed family nights are considered worthy of promotion and subsidy for the following reasons.

1. They should lead to strong feelings of loyalty and enchance the sense of Community idea.

2. Adult involvement and support will be fostered and encouraged and volunteers will emerge.

3. Family Unity will be strengthened.

4. Responsible citizenship will be encouraged.

5. Social change may result and community problems may be identified and resolved.

6. A segment of the same 60% of uninvolved citizens will be touched.

Appendix F

A Unified Approach to Policies and Guidelines Governing Use of Public Education and Public Recreation Facilities

A Unified Approach to Policies and Guidelines Governing use of Public Education and Public Recreation Facilities

prepared by: Don Moore
Recreation Superintendent
December 10, 1977.
revised: December 14, 1977
approved by: G. H. Dawe Management Board
December 14, 1977

INTRODUCTION

The desirability of a unified approach is based on the following assumptions:

1. That the City of Red Deer and both school authorities are committed to a co-operative and collaborative approach to the provision of all facilities as a community resource.

2. That the goals of the three authorities closely parallel one another and although not identical are highly compatible.

3. That the interests of the public are best served by a unified approach.

FACILITY OPERATIONAL GOALS

For purposes of this report, the shared goals of the City and both school boards are seen to be as follows:

1. To provide the citizens of Red Deer with facilities that will meet their educational and recreational requirements and certain social needs.

2. To encourage use of these facilities in the most extensive manner possible.

3. To foster and encourage use at a cost that all segments of the community can afford.

GUIDING PRINCIPLES

The foregoing goals and the following principles form the rationale on which the policy and guidelines are based.

1. Education and recreation are basic human needs and should be available to all.

2. The concept of public recreation as a Municipal Governmmet function worthy of tax support is based on provision of basic services which can be enjoyed by the vast majority of the population.

3. Each financial policy should be evaluated in terms of its discriminatory effect on all segments of the population.

4. Children of school age should not be charged for certain basic opportunities.

5. Services which are above a basic standard must be paid for in part by the participant group or individual rather than the community as a whole.

6. Fees and charges should not be based on the premise that recreation activity should be self supporting.

7. Complete subsidy for leadership, supplies, equipment and facilities would seriously limit the scope of recreation activities or education services regardless of the size of budget. Further, the expansion of services will be directly influenced by the amount of money recovered.

8. A higher fee is advisable when the number benefiting is small or when the inititial expense is disproportionately great or when maintenance costs are high.

9. The direct beneficiary of a special comparatively exclusive service which many involve special instruction, special privilege or private use should pay a higher or full share of costs.

10. The community has the right to profit on use of facilities or organization of programs when these public resources are utilized by profit motivated individuals, groups or companies.

11. Competition with private enterprise should not necessarily be avoided if it is in the best interests of the taxpayer.

12. The cost of collection of revenues should not be disproportionate to the advantage gained.

CONDITIONS OF USE 144

The necessity to impose conditions of use is partially a result of inadequate planning for use. Facility design and staffing schedules are two factors that if improperly dealt with can create problems. To partially solve this problem, the operation of each facility should be carefully evaluated in terms of its potential to serve community needs.

The conditions of use should be as permissive as possible, but with due consideration for potential damage to property, theft, and costs directly attributable to a particular use.

There are a number of problems and conditions that require special consideration when dealing with conditions of use. They are as follows:

1. Caretaking and Supervision

The responsibility for care and custody of valueable assets can not be understated. Wherever possible, a paid caretaker/supervisor should be engaged. This person shall be responsible for the readiness of the facility or area required for public use.

2. Janitorial Services

The extended use of facilities will result in additional janitorial service requirements. This additional work shall be scheduled in a manner that will have the least negative effect on facility utilization and should be planned for and scheduled so as not to result in an increase in cost to the user. When use beyond the planned hours of use is requested, additional staff shall be provided at the user's expense.

3. Utility and Maintenance Costs

Increased use will result in higher utility and maintenance costs. It is suggested that these be accepted as a reality of extended facility use and considered when actual charges are set.

4. Other conditions

4.1 Special services to be provided at cost plus a 10% service charge.

4.2 Facilities are to be accepted as found and left as found.

4.3 Activity will be restricted to areas specifically requested and approved.

4.4 Users must comply with all booking procedures, bookings must normally be made 48 hours in advance.

4.5 A rental agreement or permit must be obtained for each use.

4.6 Rental fees are due and payable at the time of booking.

4.7 The user shall sign an agreement warranting that the user will replace or repair any damaged property and assume responsibility for the actions of its members.

POLICY

1. That the prime purpose for which the facility was funded have first priority.

2. That all facilities be made available at all times whenever possible.

3. That there be no facility charge for use by children unless the individual group or organization is profit motivated.

4. That there be no charge for one or two day adult educational or recreational workshops.

5. That a rental charge be levied for adult group use.

6. That there be a minimum per participant charge for an adult series of classes of three or more.

7. That groups in the formative or reorganizational stages be permitted free meeting room use for the first three meetings.

8. That activity be concentrated in larger schools in order to warrant provision of a caretaker/supervisor.

9. In cases where there is no caretaker on duty, a charge be made to cover caretaking costs.

RENTAL FEES

For purposes of this report, user groups are categorized as follows:

a. Youth groups under the auspices of a school system or the Recreation Department.

b. Youth groups under the auspices of a non-profit community service organization.

c. Youth groups under the sponsorship of a profit motivated individual, company or organization.

d. Adult groups providing a non-profit service to children.

e. Adult groups providing a community public service.

f. Adult groups involved in sponsoring further education programs as a public service.

g. Adult recreation activitiy

h. Commerical/Religious/ Political and Non-resident groups.

For purposes of applying fees and charges, the following categories of applying fees and charges the following categories of facilities will be used:

1. Small meeting rooms/club rooms. (under 30 capacity)

2. Meeting rooms/Classrooms. (about 250 sq. ft. capacity $\pm$ 50)

3. Large meeting rooms/double classrooms/ancilliary room. (approximately 1,500 sq. ft. capacity $\pm$ 100)

4. Small auditorium/commons/large ancilliary. (approximately 2,250 sq. ft. capacity 150+)

5. Executive meeting rooms/lounge.

6. Gymnasiums.

7. Specialty rooms (Industrial Arts/Arts & Crafts/ Home Economics)

8. Kitchen.

NOTE: Charges for unique or major facilities such as the Memorial Centre Auditorium and Gymnasium, Cafeterias, Arenas, Swimming Pools are not considered in this report.

Appendix G

News Clippings

News Clippings

1. Newsrelease, Red Deer Advocate, December 10, 1972.

2. Letter to the Editor, Red Deer Advocate, December 14, 1973.

3. "Community Centre Gets Underway" Newsrelease, Red Deer Advocate, July 10, 1976.

4. "Dawe 'people' Centre filled for opening." Newsrelease, Red Deer Advocate, November 5, 1977.

5. "Community Education given priority at Dawe." Newsrelease, February 23, 1978.

6. "Family pool for Dawe earns board approval." Newsrelease, Red Deer Advocate, April, 1977.

1.

The "basis" of joint development of a "community school" in North Red Deer by the two city school boards and the recreation department won unanimous approval Saturday at a meeting of city, recreation and school officials.

Creation of a small "working committee" to flesh out the idea and prepare definite development plans for further consideration by the authorities involved was also approved at the meeting, which was called by Recreation Superintendent Don Moore to discuss joint development.

Public School Superintendent Harold Dawe, in an interview today, said the meeting gave no "commitment" to joint development of facilities on North Hill. "We agreed to work together if we could, but commitment must come from the various boards involved," he said.

"The small committee, which will be struck in about six weeks, will be made up of representatives of all boards concerned. It will set out definite plans which will then be sent to the various boards for discussion."

All concerned groups would be represented on the working committee, including the school boards and the city and, hopefully, the North Red Deer Community Association.

The property under discussion is the Highland Green School lease, immediately north of Highland Green, along 67th Street. The land is designated as school and recreation property, and both city school boards and the recreation board hope to develop facilities there eventually.

The recreation board has already suggested the three groups might avoid putting up separate buildings on different portions of the land by co-operating on one large building which would include swimming pool and recreation facilities and the schools.

Mr. Dawe said the term "community school" best described a facility which might come of joint development. The facility would not only be a school for young people but would serve as a centre for all types of community activities.

Mr. Moore said the recreation board members who attended Saturday's meeting were "very pleased" with the outcome, and he said the board would definitely be represented on the working committee.

2.

Sir: May I make an addition to the report of the very successful meeting held last Saturday morning regards the concept of co-ordinated development of community-schools facilities and grounds in the Highland Green area for the joint use of all the people living north of the Red Deer river?

The concept is a very exciting and challenging one, and could well prove to be an innovative pilot project in Alberta. It can also strengthen precedent for full involvement of the citizens in the initial discussion and planning stages, as well as through the actual designing and development, to culmination.

Mr. Jean Krieger, president of the North Red Deer Citizens Co-ordinating Committee, elected on Nov. 14th, was present on Saturday, thereby representing all the people of North Red Deer. Mr. Krieger was appointed to the on-going working committee comprised of representatives of the school boards, the recreation department and the planning commission.

As reported in The Advocate in spring, area meetings were held in Oriole Park, Fairview, North Red Deer, and Aspen Heights at which representatives were elected to the Co-ordinating Committee to make concerned input into the planning of the approximate thirty-acre development.

The Community Associations of Oriole Park and North Red Deer had formal participation, members of the Aspen Heights Community Centre Association are already dually involved, and it is hoped Fairview's Association will be revived.

There was consensus on some major mutual concerns, these being: immediate development of the grounds for park and recreational use, a swimming pool, covered arena, schools built for co-ordinated community use, with properly designed entrances to assure this. Looking to long-term future space needs, Health Unit clinic, day care, library services, utilization of shop facilities were documented. Recreational needs for young people and senior citizens were noted.

Thank you, for this opportunity to recognize Mr. Krieger's participation in the Saturday meeting, and to provide this additional information of the processes which led to his being there.

ETHEL TAYLOR
Co-ordinator of North Red Deer meetings

3.

Community centre gets underway

By SATYA DAS
of The Advocate

The sod in a scruffy field in Highland Green officially was broken about 2 p.m. Friday by former public school superintendent Harold Dawe and public school chairman Mrs. Frances Craigie.

For the public school board, it was the culmination of more than two years of persistence in trying to build an elementary-junior high school on North Hill.

And it was the beginning of what may well become the most lasting tribute to Mr. Dawe's 22 years of stewardship of the public school system.

The G. H. Dawe Community Centre has had to overcome substantial obstacles.

The sod-turning was only a first step, but it's a tangible step after months of paper plans, sorting red tape and bargaining with the province over funding.

The centre will be part of a complex which eventually is to include a swimming pool, ice arena and a separate school.

Present at the ceremony were public school superintendent Bill Brownlee and Trustees Cec Holmes, Sam Dymianiw, Gordon Becker and Peter Power.

Chairman George Gardner and Trustee Bob Gray represented the separate school board.

Also attending were Lowell Hodgson and Neil Garvin from the city recreation department; Ald. and Mrs. Morris Flewwelling, representing the city; architect Hugh Seton; Michael Babyluk, project foreman from Bird Construction, which is building the facility and recreation board chairman Harry Kuharchuk.

Bird Construction has contracted to build the facility for $1,764,810. Tacked on to that is the $78,685 cost of four portable classrooms, built by Neonex Shelter Systems. The complex is expected to be completed by January.

4

Dawe 'people' Centre filled for opening

By ELSIE ROSS
of The Advocate

Perhaps the sign on the gymnasium wall at the official opening of the G.H. Dawe Community Centre said it best: Community Education is for People.

Friday night some 1,100 children and adults from North Hill and the city as a whole indicated they have received the message.

They filled the gymnasium, lining the walls, to give a standing ovation to Harold Dawe, the retired public school superintendent whose commitment to community education drew together the public and separate school boards, the city, the recreation department and the library board.

And afterward, they stood in line at the door to shake hands with him and his wife, Jean.

"Community education is more than shared facilities," said Mr. Dawe in a speech punctuated a dozen times by applause. "It's the involvement of the school in the community and the community in the school."

The building is "a monument to co-operation," Mr. Dawe said. "But the people in it will make it a memorial to a great idea."

The Grade 7 students, Brad Church and Diana Weisenburger, were gold medallists in the school's recent cross-country meet.

The choir's efforts didn't go unnoticed. At the end of the program it received a standing ovation from the audience.

"I can think of no one more deserving of the tribute paid to him than Harold Dawe," public school board chairman Mrs. Frances Craigie said in unveiling a plaque and an accompanying photograph of Mr. Dawe.

The plaque reads: "This building is a tribute to the co-operation of many agencies and individuals, including public and separate school districts, recreation department and public library in beginning a community centre. May their faith and their vision be justified by the efforts of all who come here."

Also part of the closing ceremonies were two special presentations. Grade 3 student Sherry Motley gave Mrs. Dawe a bouquet of red roses, while Grade 6 student Mary Snihur gave former alderman, Mrs. Ethel Taylor a pen-and-ink sketch of the centre, signed by all 400 students.

"This is such an event I hardly think it's happening to me," Mr. Dawe said.

"A community may build the finest of buildings," he said. "But community education won't work unless you have the people."

Mr. Dawe paid special tribute to Dawe Centre principal Donald Campbell, "the key element."

"Without his knowledge and evangelical enthusiasm this project might never have worked."

The work of Mr. Campbell and his staff was evident throughout the program, which moved without a hitch from the entry of the platform party, escorted by city guides and scouts, to the grand finale.

The Dawe staff had been working for several weeks with the 400-member student body choir and their efforts showed.

The youngsters, under the direction of Cam Reidy and Rick Moore, were marvelous as they performed three selections, accompanied on the drums by former mayor Roy McGregor.

But the choir displayed a special enthusiasm for the finale. As the group launched into Let A Winner Lead the Way, two students raced to the stage to accompany Mr. and Mrs. Dawe down the centre aisle.

"I don't think I deserve this tribute any more than many other people," he said. "It was just fortunate circumstances that I retired about the time there was a new building."

Mr. Dawe paid tribute to his wife for her "tremendous support for the past 27 years." She "had to hold the home front and often it was a lonely position," said the former superintendent.

He also paid tribute to retired teacher Mrs. Annie Holt, who "epitomized the dedicated persons who provided education in Alberta in the early years"; to public school trustee Mrs. Lil Scott; to Deputy Superintendent John Pollock; to recreation Superintendent Don Moore.

Mayor Ken Curle brought greetings on behalf of the city, while Deputy Education Minister Dr. E. K. Hawkesworth brought greetings on behalf of the province.

Rev. Al McNeil of Gaetz Memorial United Church gave the invocation on behalf of the Red Deer Ministerial Association. Chairman was Murray Parker, separate school trustee and chairman of the Dawe Management Committee.

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Community education given priority at Dawe

By ELSIE ROSS
of The Advocate

Public and community education, public recreation and community development uses are given a high priority in the proposed objectives, guidelines and regulations governing management and use of the G.H. Dawe Community Centre.

The priorities were approved this week by city council.

Also approved were a cost and revenue sharing policy for the Centre, and a unified approach to policies and guidelines governing the use of public education and public recreation facilities.

Under the policy, private agency recreation and community social activity would have medium priority; private groups, low priority and commercial use, final priority.

During school hours, top priority will be given to the requirements of the public school system for prescribed curriculum activities.

Applications for other school daytime use will be dealt with on their merits, with time tabling conflicts referred to the Dawe Centre management board.

Applications for all activities outside school hours will be solicited by the board and dealt with on their merit with school extra curricular activities given high priority. Activities considered to most enhance community education recreation goals will be given next priority.

Priority decisions should be made on the basis of the management board's perception of best use of the facility in terms of over-all community benefit, council decided.

Tours for groups and individuals will be set up as soon as possible, following which applications for the use of the facility should be invited for the period Oct. 1 to Dec. 31, 1978. Groups should be re-invited to apply for accommodation from Jan. 1 to April 30.

Although it is recognised some revenue must be generated to partially defray operating costs, generally the service is available to the whole community.

There will be no charge for youth activities unless used for money-making purposes; there will be no charge for programs generated by the joint program committee, if the committee can show evidence it will strengthen ties with the community; and further education classes for adults will be assessed a nominal charge of 50 cents per person for workshops or classes involving three sessions or less, and $1 per candidate for a series of three to 10 classes.

Adults meeting for the benefit of children or the community won't be taxed, while new groups in organizational stages should be permitted a maximum of three sessions at no cost, it was decided.

Groups sponsoring activities that result in operating costs exceeding normal operating costs will be required to pay the

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Family pool for Dawe earns board approval

By BILL HART
of The Advocate

Recreation board members have expressed approval for a family-oriented swimming pool at the G. H. Dawe Community Centre.

City recreation superintendent Don Moore told the board Wednesday night plans for the $900,000 project are "shaping up quite nicely."

Preliminary sketches should be ready soon, said Mr. Moore.

Initial plans indicate the pool will be family rather than competition-oriented, he said. The 30-foot-by-60-foot tank would slope from 2½ feet to 5½ feet, without facilities for slides or diving, he said.

The idea is to stress instruction and "a leaning toward the leisure concept and away from competition and diving," he said.

A small, deeper section adjacent to the main tank could be used for diving, he said, but he questioned the need for further diving facilities since the Recreation Centre and Michener Centre pools already are set up for diving.

Olympic-standard pools generally are too deep for leisure swimming, he said, and virtually useless for younger children.

The architects will sketch a preliminary wading pool beside the main tank, said Mr. Moore, where parents could relax and supervise their children in the main pool.

Plans also include a lounge-spectator area above the pool, with wet and dry areas for swimmers and spectators.

"The ideal pool could cost about $1½ million and we just don't have that," he said. But the project should be possible with the present budget, he said.

Board members expressed approval of the focus on family leisure. Larry Pizzey, principal of Eastview Junior High School, said Lethbridge residents had complained when their indoor pool played down the competitive aspect, but now flocked to it in droves.

Several other board members said there already are enough facilities in town for competitive swimmers. Once the Dawe pool opens for family use, more time could be freed at the Olympic-standard pools for practice, they said.